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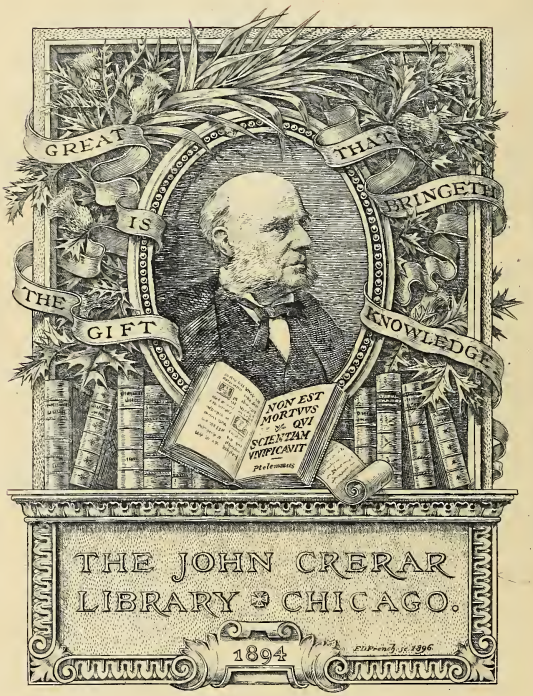

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JOHN CREAR

University Record

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Gainesville, Florida

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Announcements 1910-11

Gainesville, Florida

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University of Florida

Gainesville

Catalogue 1909-10

Announcements 1910-11

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University Calendar
1910-1911

1910—September 27, *Tuesday*.....Summer Recess ends.
Examination for Admission.
Registration of Students.
September 28, *Wednesday*.....First Semester begins.
November 2, *Wednesday*.....Farmers' Short Course begins.
November 24, *Thursday*.....Thanksgiving Holiday.
December 21, *Wednesday*, 12:30 *p. m.*. Christmas Recess begins.
1911—January 3, *Tuesday*, 9 *a. m*..... Christmas Recess ends.
January 24, *Tuesday*.....Farmers' Short Course ends.
February 1, *Wednesday*.....First Semester ends.
February 2, *Thursday*..... Second Semester begins.
February 20, *Monday*.....Spring Term for Teachers begins.
February 22, *Wednesday*..... Field Day.
May 28 to 30..... Commencement.
May 28, *Sunday*..... Baccalaureate Sermon.
May 29, *Monday*.....Oratorical Contests.
May 30, *Tuesday*..... Graduating Day.
May 31, *Wednesday*..... Summer Recess begins.
June 2, *Friday*.....Examination for Admission.

1910

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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1911

JANUARY

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JUNE

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Board of Control

P. K. Yonge, *Chairman*.....Pensacola
T. B. King .....Arcadia
E. L. Wartmann.....Citra
F. P. Fleming, Jr.....Jacksonville
W. D. Finlayson.....Old Town
J. G. Kellum, *Secretary to the Board.*

State Board of Education

Albert W. Gilchrist, *President*.....*Governor*
H. Clay Crawford .....*Secretary of State*
W. B. Knott .....*State Treasurer*
Park Trammel .....*Attorney General*
W. M. Holloway, *Secretary*...*State Superintendent of Public Instruction*

University Council

Albert A. Murphree, LL. D.....*President of the University*
Jas. M. Farr, Ph. D.....*Vice-President of the University*
P. H. Rolfs, M. S.....*Director of the Experiment Station*
Jas. N. Anderson, Ph. D.....*Dean of the College of Arts and Sciences*
J. J. Vernon, M. S.....*Dean of the College of Agriculture*
J. R. Benton, Ph. D.....*Dean of the College of Engineering*
A. J. Farrah, A. M., LL. B.....*Dean of the College of Law*

Officers of Administration, Instruction and of the Experiment Station

ADMINISTRATION

ALBERT A. MURPHREE, A. M., LL. D.,
President of the University.

JAS. M. FARR, A. M., Ph. D.,
Vice-President of the University.

P. H. ROLFS, M. S.,
Director of the Experiment Station and Superintendent of Farmers' Institutes and Extension Division.

J. M. SCOTT, B. S.,
Vice-Director of the Experiment Station.

JAS. M. ANDERSON, M. A., Ph. D.,
Dean of the College of Arts and Sciences.

J. J. VERNON, M. S. in Agr.,
Dean of the College of Agriculture.

J. R. BENTON, Ph. D.,
Dean of the College of Engineering.

A. J. FARRAH, A. M., LL. B.,
Dean of the College of Law.

C. L. CROW, M. A., Ph. D.,
Secretary of the General Faculty.

E. R. FLINT, Ph. D., M. D.,
Resident Physician to the University.

INSTRUCTION

JAS. M. FARR, A. M., Ph. D. (Johns Hopkins),
Professor of English.

EDWARD R. FLINT, B. S., Ph. D. (Göttingen), M. D. (Harvard),
Professor of Chemistry.

J. R. BENTON, A. B., B. S., Ph. D. (Göttingen),
Professor of Physics and Electrical Engineering.

C. L. CROW, M. A., Ph. D. (Göttingen),
Professor of Modern Languages.

JAS. N. ANDERSON, M. A., Ph. D. (Johns Hopkins),
Professor of Ancient Languages.

ENOCH MARVIN BANKS, A. M., Ph. D. (Columbia),
Professor of History and Economics.

H. S. DAVIS, Ph. D. (Harvard),
Professor of Zoology and Bacteriology.

GEO. M. LYNCH, A. B.,
Professor of Secondary Education.

J. J. VERNON, B. Agr., M. S. A.,
Professor of Agronomy.

H. G. KEPPEL, A. B., Ph. D. (Clark),
Professor of Mathematics and Astronomy.

MAJOR E. S. WALKER, U. S. A., Retired,
Commandant of Cadets; Professor of Military Science.

N. H. COX, B. S.,
Professor of Civil Engineering.

W. L. FLOYD, M. S.,
Professor of Botany and Horticulture.

JOHN A. THACKSTON, Ph. D. (New York University),
Professor of Philosophy and Education.

CHAS. H. KICKLIGHTER, B. S.,
Professor of Mechanical Engineering and Drawing.

M. B. HADLEY, A. B.,
Instructor in Mathematics.

F. T. WILSON, B. S.,
Instructor in Agronomy.

ROY HELM, A. B.,
Student Assistant in Latin.

S. S. HOLDEN,
Student Assistant in Chemistry.

EXPERIMENT STATION

P. H. ROLFS, M. S.,
Director.

A. W. BLAIR, A. M.,
Chemist.

J. M. SCOTT, B. S.,
Animal Industrialist.

E. W. BERGER, Ph. D.,
Entomologist.

H. S. FAWCETT, M. S.,
Plant Pathologist.

B. F. FLOYD, A. M.,
Plant Physiologist.

*R. Y. WINTERS, M. S.,
Assistant Botanist.

JOHN BELLING, B. Sc.,
Assistant Botanist.

S. E. COLLISON, M. S.,
Assistant Chemist.

JOHN SCHNABEL,
Assistant Horticulturalist.

O. F. BURGER, A. B.,
Laboratory Assistant.

B. B. EZELL, B. S.,
Laboratory Assistant.

A. B. MASSEY, B. S.,
Laboratory Assistant.

*Granted a year's leave of absence for graduate study.

OTHER OFFICERS

C. K. McQUARRIE,
Assistant Superintendent of Farmers' Institutes.

R. N. WILSON, M. S.,
Assistant in Extension Work.

K. H. GRAHAM,
Auditor and Bookkeeper.

G. E. PILE,
Physical Director.

M. B. HADLEY, A. B.,
Librarian.

MRS. E. W. BERGER,
Librarian to the Experiment Station.

MRS. S. J. SWANSON,
Matron.

H. L. THOMPSON,
Stenographer.

BERTHA EVES,
Secretary to the Experiment Station.

M. W. SMITH,
Foreman of Shops.

A. G. COLCLOUGH,
Foreman of Model Farm.

M. CREWS,
Foreman of Experiment Station Farm.

Standing Committees of the Faculty
1910-1911

The President of the University is *ex officio* a member of all Standing Committees.

ATHLETICS:
Professors Cox, Crow and the Commandant.

DISCIPLINE:
Professors Flint, Cox, Banks and the Commandant.

ENTRANCE EXAMINATION AND CLASSIFICATION:
Professors Farr, Keppel, Anderson, Banks and Davis.

GRADUATE WORK:
Professors Anderson, Banks, Benton, Davis and Keppel.

LIBRARY:
Professors Banks, Farr, Crow and Hadley.

PUBLIC FUNCTIONS:
Professors Crow, Anderson, Davis and Floyd.

PUBLICITY:
Professors Crow, Floyd and Keppel.

SCHEDULES:
Professors Keppel, Cox and Flint.

SELF-HELP:
Professors Benton, Floyd, Kicklighter, Davis and Vernon.

UNIVERSITY PUBLICATIONS:
Professors Farr, Keppel and Benton.

Military Organization

COMMANDANT:
MAJOR E. S. WALKER, *U. S. A., Retired.*

BATTALION AND FIELD STAFF:

RALPH D. RADER, *Major.*

DANIEL E. CAPPLEMAN, *First Lieutenant and Adjutant.*

HARRY L. THOMPSON, *First Lieutenant and Quartermaster.*

PHILIP S. MAY, *Sergeant-Major.*

FIELD MUSIC:

ROBERT W. JOBES, *Principal Musician.*

R. M. ROBBINS, *Musician.* S. L. LAFFITTE, *Musician.*

COMPANY "A."

E. T. BARCO, *Captain.*

J. B. STEFFEE, *First Lieutenant.*

W. C. PRICE, *Second Lieutenant.*

J. P. HUNTER, *First Sergeant.*

Sergeants:
W. C. TAYLOR, C. H. OVERMAN, R. F. WALKER, A. G. DAVIS.

Corporals:
T. D. FELTON, N. S. STORTER, C. S. BAMBERG, J. F. HUDDLESTON.

COMPANY "B."

J. C. MCMILLAN, *Captain.*

F. J. FREI, *First Lieutenant.*

B. G. LANGSTON, *Second Lieutenant.*

J. W. SHANDS, *First Sergeant.*

Sergeants:
W. E. CHRISTIAN, D. F. THOMAS, A. A. BAKER, O. E. BARNES.

Corporals:
E. A. TAYLOR, W. A. SHANDS, H. L. BAKER, J. G. TAYLOR.

PUBLIC LECTURES AT THE UNIVERSITY

During the past year many lectures open to the students and to the general public have been given at the University. Among these have been:

"Pragmatism."—Seven lectures by Judge Thomas M. Shackleford, of the Supreme Court of Florida.

"Agricultural Possibilities," by Dr. Bradford Knapp, of the Department of Agriculture, Washington. D. C.

"The University of Florida," by Dr. Edward S. Joynes, Professor Emeritus, of the University of South Carolina.

"The Meaning of the State University to the Growth of Florida," by Hon. Frank Clark, Member of Congress from Florida.

"Education in Florida," by Dr. S. M. Tucker, Dean of the State College for Women at Tallahassee, Fla.

"Scientific Possibilities," by Dr. E. L. Eaton, of Evanston, Ill.

"My Conception of a University," by Judge T. M. Shackleford, of the Supreme Court of Florida.

"The Merchant of Venice," by Wm. Owen.

"University Ideals," by Hon. W. A. Blount, of Pensacola, Fla.

"Agricultural Ideals," by Director P. H. Rolfs, of the Agricultural Experiment Station of Florida.

"Bovine Tuberculosis," by Dr. E. P. Guerrant, Ocala, Fla.

"The Educational Campaign in Florida," by Capt. G. M. Lynch.

"The Preservation of Health," by Dr. E. R. Flint.

"Opportunities for College Graduates in Agriculture," by Dr. A. C. True, Director of Office of Experiment Stations, Washington, D. C.

GIFTS TO THE UNIVERSITY

The educational facilities of many of the State institutions of the South have been materially increased in recent years by substantial gifts from broad-minded citizens. The University feels confident that the citizens of Florida will not allow their State institution to suffer in this respect. All gifts to the University, of whatever nature or size, will be gratefully received and acknowledged as contributions to the upbuilding of education and culture in the State.

Chair of Secondary Education.—This opportunity is taken of acknowledging the generous gift of $1,000 by the General Education Board of New York toward the establishment and annual maintenance of a Professorship of Secondary Education in the University. (See page 66.)

The Athletic Field. — The University gratefully acknowledges a generous gift from a friend (whose name is withheld by request), to be used towards the equipment of the athletic grounds.

GENERAL INFORMATION

HISTORY

The University of Florida as it now exists, represents the culmination of a movement which originated in territorial days.

The subject was discussed in the Legislative Council as early as 1824. In the Memoirs of Florida we read: "In 1836 a University of Florida was proposed, of which Joseph M. White, Richard K. Call, Thomas Randall, J. G. Gamble, and others, were named as Trustees, in the act of Congress which authorized the sale of lands for its support." (I, 168.) This is the first official mention which we find of a "University of Florida." Nothing, however, came of this proposal.

Between this time and the Civil War the movement for public education, both lower and higher, grew considerably in the State. In 1845, when Florida was admitted to statehood, she received from the general government nearly a hundred thousand acres of land for the establishment of two seminaries, one east and one west of the Suwanee River. The East Florida Seminary was established in 1852. It was first located at Ocala, but in 1866 removed to Gainesville. The West Florida Seminary was established at Tallahassee in 1856. However, during this period, no institution in the State bore the title and exercised the functions of the University of Florida.

The State Constitution adopted in 1868 contained the following provision looking to the establishment of a State University: "The Legislature shall provide a uniform system of common schools *and a University*, and shall provide for the liberal maintenance of the same. Instruction in them shall be free." (Art. VIII, Sec. 2.)

Pursuant to this action, the Legislature of 1869 passed "An Act to Establish a Uniform System of Common Schools and a University." Two sections of this Act are of particular interest.

It is proposed in section eleven:

"6th. To use the available income and appropriations to the University or Seminary Fund, in establishing one or more departments of the University at such place or places as may offer the

best inducements, commencing with the Department of Teaching and Preparatory Department, etc., etc.

"7th. To keep in view the establishment of a University on a broad and liberal basis, the object of which shall be to impart instruction to youth in the professions of teaching, medicine and the law; in the knowledge of the natural sciences; the theory and practice of agriculture, horticulture, mining, engineering, and the mechanic arts; in the ancient and modern languages; in the higher range of mathematics, literature, and in the useful and ornamental branches not taught in common schools."

The plan outlined in this section would be a credit to any State, and shows a high ideal and purpose of which Florida may well be proud. But, unfortunately, this ideal and purpose found no tangible manifestation; and the State still continued without a University.

The State Constitution of 1885 contains the following: "The Legislature shall provide by general law for incorporating such educational, agricultural, mechanical, mining, transportation, mercantile, and other useful companies or associations as may be deemed necessary; but it shall not pass any special law on any such subject, and any such special law shall be of no effect; *Provided,* however, that nothing herein shall preclude special legislation as to a University or the public schools, or as to a ship canal across the State." (Sec. 25.) This action was taken in the summer of 1885.

In the spring of the same year (Feb. 16th, 1885) the Legislature had passed "An Act Recognizing the University of Florida," which reads as follows:

"*Section* 1. That the Florida University as organized at the city of Tallahassee be recognized as the University of the State, and be known as the University of Florida; *provided,* there shall be no expense incurred by the State by reason of this act.

"*Sec.* 2. That the University continue under its present organization and officers until such further action be taken by the State Legislature as the case may require."

It will be observed that this is "An Act *Recognizing* The University of Florida." This phraseology is due to the fact that two years before this act was passed (*i. e.,* in 1883) the State

Board of Education had formulated a plan of consolidation or co-ordination, in accordance with which the West Florida Seminary was denominated "The Literary College of the University of Florida." Accepting this action of the State Board, the Legislature passed this "Act *Recognizing* the University of Florida." It seems probable, however, that the State Board had originally in view a somewhat different plan from that which found expression in this act of the Legislature.

Meanwhile, in 1870, the State Legislature had passed "An Act to Establish the Florida Agricultural College," in accordance with the Act of Congress of 1862, entitled "An Act Donating Public Lands to the Several States and Territories which may Provide Colleges for the Benefit of Agriculture and the Mechanic Arts."

For the support of such institutions *Section* 1 of this act grants to each State "an amount of public land, to be apportioned to each State in quantity to equal thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of 1860; *Provided,* that no mineral lands shall be selected or purchased under the provisions of this act."

In *Section* 4 it is required "that all moneys, derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, *shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks;* and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in Section fifth of this act), and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Section 5 defines the obligations which the States assume in accepting these grants:

"*First. If any portion of the fund invested,* as provided by the foregoing section, or *any portion of the interest thereon, shall,* by any action or contingency, *be diminished or lost, it shall be replaced by the State to which it belongs* so that the capital of the fund shall remain forever undiminished; and *the annual interest shall be regularly applied without diminution to the purpose* mentioned in the fourth section of this act, except that a sum not exceeding ten per centum upon the amount received by any State under the provisions of this act, may be expended for the purchase of lands for sites or experimental farms, whenever authorized by the respective Legislatures of said States.

"*Second.* No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings."

Section 8 further stipulates "That the Governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip until the whole shall be disposed of, the amount received for the same, and what appropriation has been made of the proceeds."

In 1870, as already stated, the Legislature of Florida, by an act entitled, "An Act to Establish the Florida Agricultural College," accepted the Federal grant upon the conditions and under the restrictions contained in the Act of Congress quoted above, and thereby entered into a *contract* with the United States Government to erect and keep in repair all buildings necessary for the use of the institution.

After decreeing the establishment of a college in accordance with the Congressional requirements and appointing trustees for its control, this act (*Section* 7) authorizes the trustees "to claim and receive from the Secretary of the Interior the agricultural college land scrip to which this State is entitled by Act of Congress, July 2, 1862, and acts supplemental thereto."

Section 8 prescribes the disposition of the funds: "Ten per centum of the proceeds of the sale of the scrip, or of the land, may be expended for the purpose of a site for an experimental farm. The remainder of the proceeds shall be *invested in stocks*

of the United States, or of some of the States of the Union, bearing an annual interest of not less than six per centum on their par value, and shall remain a permanent fund forever. The annual interest of the fund shall be regularly applied *without diminution* to the purposes set forth in *Section* 2 of this act. Donations may be made for specific purposes, and shall be applied to the objects for which they were granted."

Section 9 provides that "No portion of the principal or interest of the fund shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repairs of any building or buildings, or for expenses incurred in selling the scrip, locating the lands, or in managing the funds of the lands."

In 1872 an act supplementary to the act of 1870 was passed; and the State, having availed herself of the act of 1862, received ninety thousand acres of land. The proceeds from the sale of this land were invested in "The Agricultural College Fund" bonds, the par value of which is one hundred and fifty-three thousand and eight hundred ($153,800) dollars.

In 1873 a site for the college was selected in Alachua county, but nothing further came of this step. In 1875 the college was located at Eau Gallie, and a "temporary college edifice" was erected. No educational work having been accomplished there, the trustees, in 1878, determined to remove the college, and a committee from the Board was appointed to decide upon a suitable situation. In 1883 Lake City was selected on account of its special fitness; and, the citizens having given to the institution one hundred acres of land and fifteen thousand ($15,000) dollars, the college was established there. Upon the completion of the main building in the fall of 1884, the doors of the institution were thrown open to students.

In the second catalogue of the new institution, dated "June, 1887," we find in the roster of the faculty "Rev. J. Kost, LL. D., Professor of Moral Philosophy and Geology, and Curator of Museum." And a foot-note adds: "Rev. J. Kost, LL. D., is also Chancellor of the University of Florida." The exact nature of the relationship indicated by this statement may be inferred from the following statement which is found in the same catalogue (1887):

"At the annual meeting of the Board of Trustees of the Florida Agricultural College, held at the College, at Lake City, June 17th, 1886, the following resolution was adopted:

"Resolved, That the Board of Trustees of the Florida Agricultural College believe that the educational interests of this State would be advanced and furthered by the consolidation of the Agricultural College and the Florida University, under the name of the University of Florida and Agricultural College, and that we recommend the same."

In the catalogue of the Agricultural College for the following year, the statement that Dr. Kost is "Chancellor of the University" is dropped; but the resolution quoted above is again printed. The following year the resolution also disappears; and the idea therein contained seems to have become quiescent.

About this time (*i. e.* in 1887), in accordance with the Act of Congress known as the Hatch Act, the Florida Agricultural Experiment Station was established in connection with the State Agricultural College.

Three years later the Agricultural College became a beneficiary of the Morrill Act. The expenditure of this sum is carefully restricted by the Act of Congress which provides it and which specifies the purpose for which it may be employed.

As regards the name of the institution, matters continued in this condition until 1903. In that year the Legislature passed "An Act Changing the Name of the Florida Agricultural College." The title of University had never been assumed by the institution at Tallahassee under the provisions of the act of 1885; and in 1903 that act was repealed, and the title was transferred to the Agricultural College. The act of 1903 reads as follows:

"Be It Enacted by the Legislature of the State of Florida:

"Section 1. That the Florida Agricultural College as at present defined by law be and is hereby changed to and shall be known as the University of Florida.

"Sec. 2. Any law inconsistent herewith be and the same is hereby repealed.

"Sec. 3. This act to take effect upon its passage and approval by the Governor." (Approved April 30, 1903.)

In accordance with this act the Agricultural College at once assumed the title of the University of Florida, and continued its activities without interruption for two years.

The year 1905 is memorable in the history of higher education in the State. Besides the former Agricultural College, then bearing the title "University of Florida," at Lake City, there existed five other institutions of higher education, all depending upon State support for their funds. They were: the Florida State College at Tallahassee, the Normal School at DeFuniak Springs, the East Florida Seminary at Gainesville, the South Florida College at Bartow, and the Agricultural Institute in Osceola county. These institutions had failed to make sufficient differentiation among themselves and to separate their work sufficiently from that of the High School system of the State. By an act of the Legislature of 1905, this system of higher education was drastically revised. The six institutions were reduced to two, clearly differentiated from each other and from the High Schools.

This act (known as the "Buckman Bill") created two coordinated institutions; one for women at Tallahassee, first designated the "Florida Female College" and later the "Florida State College for Women"; and another for men, to be known as the "University of the State of Florida." For their management, the act provides:

"*Sec.* 13. That there is hereby created a 'Board of Control' which shall consist of five citizens of this State who shall be appointed by the Governor and their terms of office shall be for four years, except that, of the first board appointed under this act, two members thereof shall be appointed for the term of two years and three members thereof shall be appointed for the term of four years."

The University of the State of Florida, thus established, began its scholastic work in September, 1905.

By act of the Legislature of 1909, the name of the institution was changed to the *University of Florida.*

LOCATION

Acting under a provision of the Buckman act, to wit:

"*Section* 16. The Governor, as President of the State Board of Education, shall cause a meeting of both of said boards to be held in joint session at the capital, and at said meeting shall determine the place of location of the University of the State of Florida, etc."

The State Board of Education and the Board of Control in joint session, on the sixth day of July, 1905, selected the city of Gainesville as the location for the new institution.

During the scholastic year 1905-06, the work of the University was carried on at Lake City, while buildings were in process of erection for its accommodation at Gainesville. The University moved into these buildings during the summer of 1906, and the work of the Institution has since been conducted at Gainesville.

The advantages which Gainesville presents as the seat of the State University are numerous. It is centrally located and of easy access, being reached by the leading railroads of the State. It has well paved, lighted and shaded streets; the water supply is exceptionally pure, and the sewerage system good. The citizenship is energetic and progressive, and frequently extends the hospitality of its homes to the students. The Chautauqua and Bible Conference held during the winter, are valuable adjuncts to the University. The moral atmosphere is wholesome, and for many years the sale of intoxicants has been prohibited by law.

GROUNDS AND BUILDINGS

The domain of the University comprises five hundred and twenty-seven acres, situated in the western extremity of the town of Gainesville. Of this tract, ninety acres are devoted to the University campus, drill ground, and athletic field. Forty acres are utilized for a farm, under the direction of the Department of Agriculture of the University. The remainder of the land is used by the Agricultural Experiment Station.

The buildings of the University are six in number: a main building, a dormitory, a machine shop, a dynamo laboratory, a science hall, and an experiment station building. They are lighted with electricity, supplied with city water, and furnished with modern improvements.

The *main building,* known as "Thomas Hall," is a brick and concrete structure, three stories in height, three hundred feet in length and sixty feet in width. It contains the general offices, library, assembly hall, dining hall, some of the class rooms, and a few dormitory rooms.

The *dormitory,* known as "Buckman Hall," is a brick and concrete structure of the same style of architecture as the main building, three stories in height, two hundred and forty feet in length and sixty feet in width.

The *machine shop* is a one-story brick building, sixty feet long and thirty feet wide, with a wing thirty feet long and twenty feet wide. It provides for the shop work in the engineering courses.

The *dynamo laboratory* is a one-story wooden building, thirty-five feet long and eighteen feet wide. It provides for the laboratory work in electrical engineering.

The *science hall* is a brick and concrete building of two stories and a finished basement, one hundred and thirty-five feet long and sixty-six feet wide. It contains the class rooms and laboratories of the Departments of Botany and Horticulture, Chemistry, Physics, and Zoology and Bacteriology.

The *experiment station building* is a brick and concrete structure, of three stories and a finished basement, one hundred and twenty feet long and sixty feet wide. It contains the offices and laboratories of the Agricultural Experiment Station.

ENDOWMENT

The annual income of the University, apart from legislative appropriations, is derived principally from three sources—"The Agricultural College Fund" bonds, yielding an annual interest of about seventy-seven hundred ($7,700) dollars; one-half of the "Morrill Fund," amounting now to twelve thousand five hundred ($12,500) dollars, and the "East Florida Seminary Fund," amounting to about two thousand ($2,000) dollars. In addition to these funds Congress has appropriated $25,000 more to each State for the purpose of promoting the work of institutions already beneficiaries of the Agricultural and Morrill Funds. One-half of this amount will go to the University of Florida, but will not be fully available until the expiration of five years, as the act

of appropriation provides for an appropriation of $5,000 for the year 1907-08, and an additional $5,000 for each of the four succeeding years. The entire annual income of the institution thus derived from various Federal grants amounts at present to about $27,500, and will be increased by $2,500 a year for the next three years until it will ultimately amount to about $35,000. This does not include the Experiment Station funds.

EQUIPMENT

Library.—The University Library numbers about twevle thousand volumes, including those in the Academic, Law and Scientific departments. In the Academic Library, besides general works, are one hundred volumes on philosophical subjects, two hundred and twenty-five on economics, one hundred and twenty on education, one thousand seven hundred and fifty of literature, eight hundred of general history, and two hundred of United States history. An effort is being made to place on the shelves all books extant relating to Florida history. Additional books are purchased under the direction of the library committee as fast as funds are available for that purpose.

All books in this library are catalogued and shelved according to the Dewey system, making them readily available for reference. Students are encouraged to use the card catalogues, which are arranged alphabetically, both according to authors and to titles, and to become familiar with the books themselves by free access to the stacks. The librarian or student assistants are always in attendance to explain the arrangement of books and to give aid in reference work. A taste for good literature is being developed in many students who have not had access to a good library before coming here, making this one of the great advantages of the college career.

As a designated depository of Federal documents, the library receives several hundred volumes of valuable government publications each year. Files are kept of all Florida State publications, and of the bulletins and reports of the Agricultural Experiment Stations throughout the Union.

In the reading room are about sixty of the best general and technical periodicals for the students' use. The back numbers of these are bound and kept on file, and the early volumes pur-

chased whenever they can be obtained. Here also are received the leading newspapers of the State, and county papers are added to the list at the request of the students.

Museum.—The museum occupies a large room on the second floor of the new Science Hall, and contains a small but well-selected collection of minerals; a number of fossils and casts, and a small but representative collection of the lower forms of marine life. Special efforts are being made to get together as complete a collection as possible illustrating the fauna of the State.

Laboratories.—The following laboratories are maintained by the University:

The botanical laboratory contains enough dissecting microscopes and instruments, and Bausch and Lomb compound microscopes, magnifying from 80 to 465 diameters, for the individual use of the students.

There is a Zeiss binocular microscope, a large compound microscope of very high magnifying power, two demonstration microscopes, and a McIntosh stereopticon, with projection microscope attachment.

For work in histology there are hand microtomes, section knives, a sliding microtome, Millers' paraffin bath, and a supply of reagents, stains and mounts, while for studies in physiology there are germination boxes, nutrient jars, an osmometer, a clinostat, and a number of other pieces.

An herbarium has been started, to which students each year add specimens which they collect, identify and mount. There is a case of reference books and periodicals in the laboratory, that it may be within easy reach of the students.

The Chemical Laboratory is equipped with all the necessary apparatus and material for instruction in general inorganic and organic, analytical and industrial chemistry, as well as for advanced work in the science. It includes two delicate balances, a latest model polariscope, microscope and spectroscope, ample platinum ware, in the form of crucible dishes, electrodes, wire and foil, and many special pieces of apparatus for illustrating (upon the lecture table) chemical principles.

The equipment is entirely modern in every respect and in the new rooms assigned to this department, can be used to the best advantage. The stock of chemicals is abundant and complete.

The dynamo laboratory, providing for practical instruction on electrical machinery, occupies a small building by itself.

The principal machines are a 2.5-KW General Electric type 1B direct current generator, a 1-HP Westinghouse type R motor, a 1-KW synchronous motor, and two 2-KW Westinghouse type S dynamos, designed to be used either as generators or as motors. The switchboard panel for each machine is placed near it, but is connected to terminals on a main distribution board for the whole laboratory. Power is supplied by a 10-HP single-phase Wagner induction motor, connected to the city alternating current supply, and driving the main shaft of the laboratory. The various machines are driven from this shaft, and can be thrown in or out by friction clutches.

The laboratory is also supplied with transformers, several types of arc lamps, and numerous measuring instruments of different ranges, chiefly of Weston make.

The physical laboratory is well equipped with apparatus, and meets the needs of such undergraduate work in physics as is usually carried on in the best American colleges. The western half of the ground floor of Science Hall is devoted to the Department of Physics. Its quarters include a lecture room, 25 feet by 23 feet, with amphitheatered seats; an office and library room; a main laboratory room, 28 by 25 feet; an electrical laboratory, 30 by 14 feet; a battery room; an optical room, 23 by 10 feet, arranged so as to be effectively darkened; a work shop; a store room; and a private laboratory room, for research work. Water, gas and electricity from various circuits, are led to all of the rooms. The laboratory is provided with several brick piers, on foundations independent of the rest of the building, for the accommodation of instruments requiring special stability.

The zoological and bacteriological laboratories are well equipped for the work of instruction. In addition to the necessary glass-ware and reagents, there are a number of high grade microscopes; dissecting microscopes; two microtomes, one for celloidin, the other for paraffin sectioning; paraffin bath; sterilizers, both wet and dry; warm and cool incubators; dark-ground illuminator; balances; centrifuge; breeding cages; anatomical preparations and models; and a number of the Leukart-Chun zoological wall charts. The departmental library contains a

number of the current periodicals as well as the more important text-books and reference works.

Shops.—The *wood-shop* is provided with lockers equipped with full set of tools for bench-work, such as chisels, squares, saws, gauges, etc. The wood-work machinery consists of nine wood-turning lathes, a planer, rip-saw, and band-saw.

The *machine-shop* is equipped with an 18-inch Cady lathe, an 11-inch Seneca Falls lathe, a drill press, a Gray planer, a No. 1 Brown & Sharpe Universal Milling Machine, a Springfield shaper, a small Barnes lathe, three emery wheels, grindstone, vises, machine-shop tools.

The *forge shop* is equipped with six power-blast forges, one hand forge, six anvils, and a large supply of tools.

Engineering Laboratory and Field Instruments.—The *laboratory* now contains a cement testing machine, built in our own shops, a 50,000-lb. testing machine equipped for all ordinary tests, weighing machines, computing instruments, etc.

The *field instruments* consist of three surveyors' compasses, three wye levels, five transits, complete plane table, several small plane tables, and a high grade sextant. The necessary rods, chains, tapes, etc., also barometers, clinometers, pedometers, prismatic compasses, and range finders are all available. There is also a camping outfit for party of twenty men. The field equipment will be largely increased during the summer of 1910.

The College Farm.—The farm connected with the College of Agriculture consists of 40 acres—about 28 acres for trucking and general field crops, 2 acres for stock lots, 2 acres for orchard, 5 acres for pasture and 3 acres for buildings and grounds where a hay and machinery barn stands.

The laboratory equipment in live stock is only well begun, but the individuals of the herds are of high grade.

Athletic Equipment.—The institution has provided a hard surfaced athletic field including football gridiron, baseball diamond and ample tennis court facilities. A basket-ball court and swimming pool are also located on the campus.

The equipment of the gymnasium represents an expenditure of some $3,000.00 and this collection of apparatus is probably unsurpassed in the South. All of the above is in charge of a competent athletic director.

GOVERNMENT AND REGULATIONS

ADMINISTRATION

Board of Control.—The general government of the University of Florida is vested by law in the Board of Control, consisting of five members appointed by the Governor of Florida from various parts of the State. Appointments to the Board of Control are made for a term of four years.

The Board of Control directs the general policies of the University, supervises the expenditure of its funds, prescribes the requirements for admission, with the advice of the president and faculties, and confers degrees upon recommendation of the president and faculties.

President.—The direct administration of all affairs of the University is in the hands of the president, appointed by the Board of Control and acting under its authority.

Deans and Directors.—For convenience of administration, the University is organized under the following divisions: The College of Arts and Sciences, the College of Agriculture, the College of Engineering, the College of Law, the Division of University Extension, and the Agricultural Experiment Station. Each college has as its executive head a dean, chosen from the faculty of that college; the Division of University Extension and the Agricultural Experiment Station have as executive head a director. These officers are responsible to the president of the University.

Council of Administration.—The president of the University and the deans of the several colleges and director of the Experiment Station form a council of administration, with the following functions: To lay out new lines of work, inaugurate new enterprises in general, and prepare the annual budget; and to act as the judicial body of the general faculty on cases of general discipline not under the authority of the colleges, on new courses of study and changes in existing courses, bringing these matters before the Board of Control, and on question of college action referred to it by any member of the general faculty.

Faculty.—The general faculty of the University includes all persons engaged in the work of instruction in the University,

excepting laboratory assistants and undergraduate assistants to the professors. Under the leadership of the president it forms the general governing body in all matters of instruction and discipline.

The faculty of each college consists of those members of the general faculty who give instruction in that college. It forms the governing body in matters of instruction and discipline in its college.

Experiment Station Staff.—The experiment station staff consists of all persons engaged in scientific work in the Agricultural Experiment Station. Under the leadership of the director, it has authority in all matters of agricultural investigation and their publication.

DISCIPLINE

Officers.—The immediate supervision of the general life of the student body is in the hands of an *Officer in Charge,* who occupies quarters in the dormitory.

In each section of the dormitory a *monitor* maintains a general oversight and makes reports to the Officer in Charge. Monitors are appointed from among those students who are more than twenty-one years old.

Offenses Against Good Conduct.—Any offense against good conduct, in the ordinary meaning of the words, renders a student liable to discipline, whether or not a formal rule against the offense has been published.

The following offenses will be treated with especial severity: Disrespect to an officer of the University; wanton destruction of property; gambling; debauchery or drunkenness, or having intoxicating liquors in possession on the University grounds.

Hazing.—*Students will be required on matriculating to sign a pledge to refrain from hazing.*

The Honor System.—Every student of the University is assumed to be a man of honor, and his word is accepted on all matters. In such rare cases as a student may prove not to be a man of honor, he is expelled, either by action of the faculty, or by action of the Board of Governors of the student body, consisting of the presidents of the four academic classes.

Absences from the University.—No undergraduate student is permitted to be absent from the University over night without

written permission from the Officer in Charge. As a rule, such permission is granted only upon written request from the parent or guardian of the student.

Attendance Upon Duties.—A student who without good cause persistently absents himself from his University duties, is, after due warning, dishonorably dismissed for the remainder of the academic year. A student who, by reason of ill health or outside demands upon his time, finds it impossible to give regular attention to University duties, is requested to withdraw; but such request does not in any way reflect upon his good standing.

All delinquencies in University duties are reported to the Officer in Charge, who promptly brings them to the attention of the students, and requires a prompt explanation to be made. Careful records of all delinquencies are kept.

REGULATIONS CONCERNING STUDIES

Quantity of Work.—Every undergraduate student must take studies requiring at least 15 hours of recitations per week, or equivalent time in laboratory courses. No student may take more than twenty-three hours per week, except by special permission of the faculty of his college.

In counting hours, two hours of laboratory work are considered equivalent to one hour of recitation.

Avoidance of Conflicts.—Studies must be so chosen as not to conflict, as shown on the printed schedule for the year.

Assignment to Classes.—Every student must appear before the Committee on Classification at the beginning of each academic year for assignment to classes. An individual instructor has no authority to enroll a student in any course, except as authorized by the Committee on Classification.

Choice of Studies.—The choice as to which one of the various curricula is to be pursued rests entirely with the individual student, subject to considerations of proper preparation; but the group of studies to be taken must be those belonging to one of the regular years in the chosen curriculum exactly as announced in the catalogue, unless special reasons exist for deviating from this arrangement.

Conditions.—A student who is prepared to take up most of the studies of a certain year in the regular curriculum, but is

deficient in some studies, will be permitted to proceed with the work of that year. Such a student is said to be *conditioned;* he is permitted to proceed subject to the *condition* that he make up the studies in which the deficiency occurs. This should be done, when possible, by study with a private tutor, and examination as soon as the work is completed; but it may be done by pursuing the studies in question with a lower class in the University, and the Committee on Classification has authority to require it to be done in that way when such procedure seems best. In every case, provision for all of the lower studies must be made before any of the higher studies may be taken; and in the event of conflicts on the schedule, or excessive quantity of work, higher studies must give way to lower.

Extra Studies.—By special permission from the dean of his college, a student may take extra studies in addition to those prescribed in his regular curriculum, provided that can be done without conflicting with a regular study or exceeding the maximum number of hours of study. Such permission is not, as a rule, granted to any conditioned student; and it may be withdrawn from any student in the event of failure in any of the regular studies.

Special Students.—Students who may desire to take special courses will be allowed, upon recommendation of the Committee on Classification, to take those classes for which they may be prepared. Such students are subject to all the laws and regulations of the University. These special courses do not lead to any regular degree.

The purpose of permitting students to take special courses, other than those regularly offered, is merely to provide for the occasional exceptional requirements of individual students; and any abuse of this privilege, for the sake of avoiding regular studies which may be distasteful, can not be tolerated. Accordingly, no minor student is permitted to enter as a special student except upon written request of his parent or guardian.

Classification of Irregular Students.—A student is deemed to belong to that class in which the majority of his hours of work lie. But a special student is not considered as belonging to any of the regular classes.

Changes in Studies.—After a student is once registered, he is not permitted to discontinue any class, or to begin any additional one, without special permission from the dean of his college.

Grades and Reports.—Each instructor keeps a record of the quality of work done by each student in his classes, and assigns grades, on the scale of 100. At the end of each month the average grades for the month are reported to the office of the University for permanent record and for entry upon a monthly report to the parent or guardian of each student.

If the monthly grades show that any student is not doing satisfactory work, he may be required to drop some of his studies and substitute studies in a lower class, or he may be required to withdraw from the University.

Examinations.—At the end of each semester regular examinations are held on all of the work of that semester.

Failures in Studies.—A final grade for each semester's work is assigned, based upon the examination and the monthly grades. If this grade falls below 60 for any student, he is considered to have failed, and may proceed only subject to a condition in the study in which failure has occurred.

ATHLETICS

General Policy.—It is the policy of the University to foster clean, amateur athletics, but not to tolerate professionalism in its athletics.

Absences on Account of Athletics.—The members of regular athletic teams, together with necessary substitutes and manager, are permitted to be absent from University duties for such time as may be clearly necessary to take part in games away from Gainesville. All class-work missed on account of an athletic trip must be made up as promptly as possible after returning, at such hours as may be arranged by the various instructors.

Schedule of Games.—The schedule of games must be arranged so as to interfere as little as possible with university duties, and must receive the approval of the Committee on Athletics.

Eligibility to Athletic Teams.—Any team playing under the name of the University of Florida must be composed exclusively of genuine students in good standing in the University. A list

of the players and substitutes for each game must be submitted to the Committee on Athletics before that game, and must receive its approval. Negligence of duties, or failure in studies, excludes a student from the right to play on a team representing the University.

No student is permitted to play on any of the regular teams, who is not in proper physical condition, in the opinion of the University physician. No minor student is permitted to play if his parent or guardian objects to his doing so.

MEDALS

Medals are offered in the University (1) For the best drilled man in the whole battalion; (2) For the best declaimer in the Freshman and Sophomore Classes; (3) For the best original oration in the Junior Class of any college; (4) For the best original oration in the Senior Class of any college. These contests are all settled in public competition at Commencement. The speakers are limited to four from each class, selected by the faculty.

Through the liberality of Mr. H. H. Buckman, of Jacksonville, Florida, a handsome medal is offered annually to the student of the College of Engineering making the highest average grade for the year.

STATEMENT OF EXPENSES

University Charges:—*Tuition.*—No tuition is charged to a student whose home is in Florida, except in the College of Law, where a tuition charge of forty ($40.00) dollars will be made. (See page 126.) Students who are non-residents of Florida will be required to pay a tuition fee of twenty ($20) dollars per year.

Registration Fee.—A registration fee of $5 per year will be charged all students, except one scholarship student from each county in Florida.

Damage Deposit.—In order to secure the University property against damage, the sum of five ($5) dollars must be deposited at registration. Damage known to have been done by any student will be charged to his individual account; all other damages will be prorated among the students.

At the end of the scholastic year this deposit, less the amount deducted, will be returned to the student.

Board and Lodging.—Board and lodging will be furnished by the University at a cost of $15 per calendar month, *payable in advance.* This includes meals in the Dining Hall and room (with heat, light and access to a bath-room), furnished as stated below. No deduction will be made for an absence of less than one month, except for the Christmas holidays.

Room Without Board.—Students occupying a room in the Dormitories but not taking meals in the Dining Hall will be charged $5 per calendar month for lodging.

Furniture.—All rooms are partially furnished. The furniture consists of two iron bedsteads and mattresses, chiffonier or bureau, table, washstand and chairs. The students are required to provide all other articles, including pillows, bedding, wash-bowl, pitcher, mirror, half curtains, etc.

Uniform. — All students, except graduate, law, and normal students, are required to provide themselves with a uniform. This is of the best quality Charlottesville cadet gray, and is much less expensive than citizen's clothing of like quality. The uniform may be worn at all times and is neat and serviceable. In order to minimize the heat of summer, students may be required at that time to furnish themselves with a regulation shirt, trousers and hat, leggins, shoes and tie, and two pairs of white duck trousers, obtainable at a slight expense. The expense of uniform in all will be in the neighborhood of $23.00, which amount must be deposited on entrance.

Books.—The cost of books depends largely upon the course taken. The cost of required text-books is, in no case, a large item of expense, though in the higher classes the student is encouraged to acquire a few works of permanent value.

The following statement summarizes the minimum expense of a Florida student registered in the College of Arts and Sciences, of Agriculture, or of Engineering:

Tuition	$ 00.00
Registration Fee	5.00
Damage Deposit	5.00
Board and Lodging, at $15.00 per month	120.00
Uniform, (about)	23.00
Books, (about)	10.00
Incidentals, (laundry, athletic, literary society etc., dues), about	20.00
	$183.00
Less Damage Deposit returned at end of year	**5.00**
	$178.00

The actual University charges to a law student (including board and lodging, fees, and tuition, but not including books) are $165.00.

Graduate and normal students, who are exempt from buying uniforms, will deduct the cost of uniform from the above table; and students from other States will add a tuition fee of $20.00.

Remittances.—*All remittances should be made to the Auditor, The University of Florida, Gainesville, Fla.*

Scholarships.—Through the generosity of friends of the University the institution is able to offer needy and deserving young men three scholarships of $100 each per year.

1. The Board of Control Scholarship, established and maintained by the Board of Control. For Florida students.

2. The Kirby Smith Scholarship, established and maintained by the Kirby Smith Chapter of the Daughters of the Confederacy. For grandsons of Confederate veterans.

3. The Faculty Scholarship, established and maintained by the faculty of the University.

Application for these scholarships should be made to the President of the University, and should be accompanied by a record of the student's work and statement of his need, and certificates of his character and desert. The scholarships will be awarded on the following principles:

(*a*) The student must actually need this financial help to enable him to attend the University.

(*b*) He must be worthy to receive such help. To be worthy he must first be a young man of good character and habits; second, he must be sufficiently far advanced to enter not lower than the Freshman Class of the University. This means that he must have completed the work of the 11th grade of the public schools, or its equivalent.

Opportunities for Earning Expenses.—It is often possible for a student to earn a part of his expenses by working during such hours as are not required for his University duties.

The University gives regular employment to a few students as waiters in the dining hall, as janitors, and in some other capacities. Such employment is not, as a rule, given to a student unless he is financially unable to complete a year at the University without earning money. In making appointments preference is

given to students in attendance at the University, as compared with applicants from outside; to members of higher classes, as compared with those of lower classes; and to students of high standing as compared with those of low standing. Employment is not given to a student who fails in any study.

While the employment of students is designed primarily to assist those in need of funds, the payment for their services is in no sense a charity. The rate of remuneration is no higher, and the standard of service demanded is no lower, than would be the case if the work were done by others than students. If a student employee fails to give satisfaction in his work, he is promptly discharged. Otherwise he is continued in his position as long as he cares to hold it, provided it is not found to interfere with reasonable success in his studies, and provided he does not commit any breach of general good conduct.

While great credit is due to those young men who are willing to make the sacrifices required to earn the expenses of their education, students are not advised to undertake to earn money while pursuing their studies, unless such a course of action is quite unavoidable. Proper attention to studies makes sufficient demand upon the time and energy of a student, without the burden of outside duties; and such time as the studies leave free can be spent more profitably in healthful recreation.

STUDENT ORGANIZATIONS

The Young Men's Christian Association.—There is a branch of the Y. M. C. A. in the University, which meets every Sunday. At these meetings the practical rather than the theoretical phases of Christianity are freely and candidly talked over, and the students discuss among themselves the special problems which arise in student life. Members of the faculty, the ministers of the city, and distinguished Christian workers are frequently invited to address the association. Bible classes are organized in connection with the work.

Students, on entering the University, should by all means become identified with this organization, and parents should counsel and encourage them in so doing. A note of introduction to the president of the organization will cause especial attention to be given a new student.

Literary Societies.—The *Yocum Literary Society,* the members of which come from the Colleges of Arts and Sciences, of Agriculture, and of Engineering; and the *John Marshall Debating Society,* composed of students in the College of Law, are valuable adjuncts to the educational work of the University. They are conducted entirely by the students and maintain a high level of endeavor. The members obtain much practical experience in the conduct of public assemblies. They assimilate knowledge of parliamentary law, acquire ease and grace of delivery, learn to argue with calmness of thought and courtesy of manner, and are trained in thinking and in presenting their thought clearly and effectively when facing an audience.

All students are earnestly advised to connect themselves with one of these societies, and to take a constant and active part in its work.

The Transit Club.—This is an organization of the civil engineering students, having for its object the promotion of both social and intellectual interests of such men. It was founded in the spring of 1909 as a natural result of the fraternal feeling brought about by the close comradeship of camp life, and is the pioneer engineering society in this State. Fortnightly meetings are held in the civil engineering class rooms, and each member in turn presents a paper on some topic of interest to civil engineers.

The Press Club.—The Press Club is essentially a student organization, although it has the support of the University Committee on Publicity. The club was organized for two definite purposes: to give the members practice in journalistic writing, and to furnish to the press of the State accounts of local happenings of sufficient general interest to warrant publication. During the session of 1909-10 a series of lectures was given before the club, to which all the student body were invited. The present officers of the club, and these will hold over into the next session, are: G. J. Grace, President; C. H. Overman, Vice President; S. Macintosh, Secretary-Treasurer, and C. L. Crow, Chief Reporter.

The Teachers' Club.—This is an organization of students in the Department of Education, and others who are interested in teaching. It meets once each week, when all phases of modern

educational problems are discussed in the form of reports, essays and debates. It attempts to acquaint, in a practical manner, the young teacher with the problems that will confront him in his regular school work, and especially to show him the advantages of teachers' meetings and conferences.

Students who contemplate teaching are urged to become members and take an active part in this club.

The Agricultural Club.—The purpose of the Agricultural Club is to promote interest in agriculture; to unify college thought; to afford training in public speaking; and to prepare for leadership in after life. The club meets twice during the month. Its membership is composed of students in the College of Agriculture and others interested in the subject.

TERMS OF ADMISSION

A candidate for admission must present, along with his scholastic record, a certificate of good moral character; and if the candidate be from another college or university, the certificate must show that he was honorably discharged.

METHODS OF ADMISSION

There are two methods of gaining admission to the University:

(1) *By Certificate.*—The University will accept certificates from the Senior High Schools of Florida; from accredited academies and preparatory schools of the State; and from any secondary school of another State which is accredited by its State University.

The certificate presented by the candidate for admission must be officially signed by the principal of the school attended. It must state in detail the work of preparation, and in the case of Florida High Schools, that the course *through the eleventh grade* has been satisfactorily completed.

Blank certificates, conveniently arranged for the desired data, will be sent to all principals, and, upon application, to prospective students.

(2) *By Examination.*—Candidates not admitted by certificate will be required to stand written examinations upon the entrance subjects. These examinations will be held on the Thursday and Friday following the last Wednesday in May and on the Monday and Tuesday preceding the last Wednesday in September.

SCHOLASTIC REQUIREMENTS

"Entrance Units."—The scholastic requirements for admission are measured in "Entrance Units." These units are based upon the curriculum of the High Schools of Florida. A unit represents a course of study pursued throughout the school year with five recitation periods of at least 45 minutes each per week. Two laboratory periods should be counted as one recitation period.

Number of Units Required. — At present 12 units are required for entrance, equivalent to *the completion of the eleventh* grade of the Senior High Schools.

Notice is hereby given that with the year 1913-14, *the standard for entrance will be raised to* 15 *units, equivalent to graduation from the Senior High Schools.*

Distribution of Units.—Of the 12 units required for admission, 8 are specified as follows:

English	3 units
Mathematics	3 units
History	2 units

Candidates for the degree of Bachelor of Arts must present in addition:

Latin	3 units

The remaining units (for A. B., one; for B. S., four) may be elected from the following subjects:

Agriculture	1 unit
Botany	½ or 1 unit
Chemistry	1 unit
Latin	3 units
History	2 units
Modern Languages, French, German, or Spanish.	1 unit
Physical Geography	1 unit
Physics	1 unit
Zoology	½ or 1 unit

Candidates for the degree of Bachelor of Science in the College of Arts and Sciences are strongly urged to elect the three units of Latin.

Deficiencies.—A deficiency of 2 units will be allowed a candidate, but such deficiency must be removed by the end of the first year of admission.

DESCRIPTION OF UNIT COURSES

English.—*Three units, all required.*—The work in English (including Grammar, Composition and Rhetoric and the recommended Classics) is designed to cover three years. It is urged that the exercises in Composition and the use of the Classics be continued through the three years.

(1) *Grammar.*—A thorough knowledge of English Grammar, both in its technical aspects and in its bearings upon speech and writing.

(2) *Composition and Rhetoric.*—A mastery of the fundamental principles of elementary Rhetoric such as is given in any standard High School text; and constant practice in Composition, oral and written, during the whole period of preparation.

(3) *Classics.*—The English Classics now generally adopted by school and colleges. There are two divisions of this work.

I. Reading.—A certain number of books will be set for reading (see list subjoined). The candidate will be required to present evidence of a general knowledge of the subject-matter and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

II. Study and Practice.—This part of the examination presupposes the thorough study of each of the works named in this division. The examination will be upon the subject-matter, form, and structure. In addition the candidate may be required to answer questions involving the essentials of English grammar and on the leading facts in English literary history to which the prescribed texts belong.

(a) For Reading.—For 1910 and 1911 ten books, selected from the following list:

Group I (two to be selected).—Shakespeare's "As You Like It," "Henry V.," "Julius Caesar," "The Merchant of Venice," "Twelfth Night."

Group II (one to be selected).—Bacon's Essays; Bunyan's "The Pilgrim's Progress," Part I; The Sir Roger de Coverley Papers in the Spectator; Franklin's Autobiography.

Group III (one to be selected).—Chaucer's Prologue; Selections from Spencer's "Faerie Queene"; Pope's "The Rape of the Lock"; Goldsmith's "The Deserted Village"; Palgrave's "Golden Treasury" (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper and Burns.

Group IV (two to be selected).—Goldsmith's "The Vicar of Wakefield"; Scott's "Ivanhoe," "Quentin Durward"; Hawthorne's "The House of the Seven Gables"; Thackeray's "Henry Esmond"; Mrs. Gaskell's "Cranford"; Dickens' "A Tale of Two Cities"; George Eliot's "Silas Marner"; Blackmore's "Lorna Doone."

Group V (two to be selected.)—Irving's Sketch Book; Lamb's "Essays of Elia"; De Quincy's "Joan of Arc", and "The English Mail Coach"; Carlyle's "Heroes and Hero Worship"; Emerson's Essays (Selected); Ruskin's "Sesame and Lilies."

Group VI (two to be selected).—Coleridge's "The Ancient Mariner"; Scott's "Lady of the Lake"; Byron's "Mazeppa" and "The Prisoner of Chillon"; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats and Shelley; Macaulay's "Lays of Ancient Rome"; Poe's Poems; Lowell's "The Vision of Sir Launfal"; Arnold's "Sohrab and Rustum"; Longfellow's "The Courtship of Miles Standish"; Tennyson's "Gareth and Lynette, Lancelot and Elaine," and "The Passing of Arthur"; Browning's "Cavalier Tunes," "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Evelyn Hope," "Home Thoughts from Abroad," "Home Thoughts from the Sea," " Incident of the French Camp," "The Boy and the Angel," "One Word More," "Herve Reil," "Pheidippides."

(b) *For Study.*—For 1910 and 1911: Shakespeare's "Macbeth"; Milton's "Lycidas," "Comus," "L'Allegro," and "Il Penseroso"; Burke's "Speech on Conciliation with

America," or Washington's Farewell Address and Webster's "First Bunker Hill Oration"; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom or division into paragraphs.

Mathematics.—Three units, all required.

(1) *Algebra—First Year.*—One unit. A thorough knowledge of the elementary operations, factoring, highest common factor, least common multiple, fractions, simple equations, inequalities, involution, evolution, and numerical quadratics. This is supposed to represent the work of one year in the High School.

(2) *Algebra—Second Year.*—One unit. This includes: A thorough study of quadratic equations, ratio and proportion, the progressions, imaginary quantities, the binomial theorem, logarithms, and graphic algebra. This is supposed to represent the work of the second year in algebra in the High School.

(3) *Geometry.*—One unit. The five books of Plane Geometry is required.

History.—Four units: 2 required, 1 elective.

Two years of High School work in history, counting two units, are required for entrance. A third year's work in history covering a division of the subject not offered for the two year's credits, will count as an additional unit in making up the twelve units required for admission to the Freshman class. The candidate may offer any two (or three) of the following divisions of history:

(1) Ancient History, with particular reference to Greece and Rome ..... 1 unit
(2) European History since Charlemagne..... 1 unit
(3) English History ..... 1 unit
(4) American History ..... 1 unit

A year's work based on a good text-book of at least 300 or 400 pages is required in the case of each of the above divisions. The student should always know something of the author of the text-book which he uses and should also be able to give evidence of having consulted some works in addition to that used as a text.

Latin.—Three units; A. B. requirement; B. S. elective.

At least three years' work in this study is required to cover the 3 units. The minimum for each year is as follows:

(1) *First Year.*—1 unit. A first year Latin book, such as Collar & Daniell's First Year Latin or Potter's Elementary Latin Course.

(2) *Second Year.*—1 unit. Four books of Caesar's Gallic War, with constant study of the grammar and constant practice in prose composition.

(3) Third Year. — 1 unit. Six of Cicero's Orations, with grammar and prose composition throughout the year.

Modern Languages.—One unit; elective.

French.—The work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice of translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

German.—The work should comprise: (1) careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the model auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher

giving the English), and in the reproduction from memory of sentences previously read.

Spanish.—The work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

Agriculture.—One unit; required in the College of Agriculture.

The preparation should include the study of Agriculture for Southern Schools, by Duggar, and The Nursery-Book, by Bailey, or their equivalents. At least one-third of the time should be devoted to laboratory practice, field work, and carefully planned visits to successfully and unsuccessfully conducted farms and fruit plantations.

Physical Geography.—One unit; elective.

The preparation should include the study of at least one of the modern text-books, together with an approved laboratory and field course, and should cover the following subjects:

1. The earth as a globe; shape of the earth, how proved; size, how measured; motions, how determined; map making; different modes of projection.

2. The ocean; forms and divisions; depth, density, temperature; ocean movements, waves and currents; character of ocean floor; life in ocean; tides, character and causes; shore lines.

3. The atmosphere; chemical composition, and how determined; pressure of, and how determined; circulation of, character and cause; storms, classification of, and cause.

4. Land, amount and distribution of; topographic charts; plains, kinds of, and development of; plateaus, kinds of, and development of; volcanoes, distribution and character of; rivers, life-history of; glaciers, kinds and characteristics of.

Botany.—One-half or 1 unit; elective.

The preparation should include a careful study of the following divisions of the subject: Anatomy and morphology; physiol-

ogy; ecology; the natural history of the plant groups, and classification. Individual laboratory work by the student is essential and should receive at least double the amount of time devoted to recitation.

Zoology.—One-half or 1 unit; elective.

The candidate should be familiar with the subject of Zoology as given in a standard High School text, and, in addition to the theoretical work, at least ten specimens must be dissected, and note-books with drawings presented on entrance to the University, showing the character of the work completed.

Physics.—One unit; elective.

Preparation should include recitations on a standard High School text; and experimental work, consisting of lecture-table demonstrations and individual laboratory work. The latter should comprise at least thirty exercises selected from the list of a good laboratory manual.

Chemistry.—One unit; elective.

The preparation should include individual laboratory work, comprising at least thirty exercises selected from the list given in a recognized laboratory manual; instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations; the study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

ADVANCED STANDING

Candidates who have been admitted to the University will be granted advanced standing only upon recommendation of the head of the department in which the standing is desired. The candidate's fitness for advanced work in the department may be determined by examination or trial. Students transferred from other colleges or universities of like standing will ordinarily be classified according to ground already covered.

SPECIAL STUDENTS

Students who may desire to take special courses will be allowed to do so by special arrangement. (See page 31.)

ORGANIZATION

In accordance with the recommendation of the Association of State Universities, the University of Florida has been reorganized with a view to bringing its organization and nomenclature into harmony with that of other institutions engaged in similar work and in order to attain a better co-ordination among its various lines of activity. This change does not involve any material alteration in the work of the institution as it has been hitherto conducted; but gives a consistent nomenclature and a systematic division to the various fields. While it is recognized that the organization is somewhat extensive for the present, it is believed that it is wise to keep distinct the various features of the work with a view to future development.

The University organization is as follows:

I. The Graduate School:
II. The College of Arts and Sciences:
  (a) A Curriculum leading to the A. B. degree.
  (b) A Curriculum leading to the B. S. degree.
  (c) A Curriculum leading to the A. B. degree in Education.
III. The College of Agriculture:
  A Curriculum leading to the degree of B. S. in Agriculture.
IV. The College of Engineering:
  (a) A Curriculum leading to the B. S. degree in Civil Engineering.
  (b) A Curriculum leading to the B. S. degree in Electrical Engineering.
  (c) A Curriculum leading to the B. S. degree in Mechanical Engineering.
V. The College of Law:
  A Curriculum leading to the degree of B. L.
VI. The Sub-Collegiate Division:
  (a) The Sub-Freshman Class.
  (b) Short Courses in Education.
  (c) Short Courses in Agriculture.
  (d) Short Courses in Mechanic Arts.
VII. The Division of University Extension:
  (a) Farmers' Institutes.
  (b) Correspondence Courses in Agriculture.
  (c) Lecture and Literary Bureaus.
VIII. The Agricultural Experiment Station:

GRADUATE SCHOOL

Organization.—The work in this school is under the direction of the Committee on Graduate Studies. This committee consists of Professors Anderson, Banks, Benton, Davis, Keppel and Vernon.

Degrees Offered.—The University is not in a position at present to lay any great stress upon the Graduate Work. Its work is mainly of a college grade and will doubtless remain so for a good many years to come. However, for the benefit of those who wish to carry their studies farther, the University does offer the degree of Master of Arts (M. A.) and the degree of Master of Science (M. S.). Many of the departments of the colleges are prepared to give courses leading to these degrees.

Prerequisite Degrees.—Candidates for the Master's degree must possess the corresponding Bachelor's degree of this institution or an institution of like standing.

Applications.—Candidates for the Master's degree must present to the Chairman of the Committee on Graduate Studies a written application for the degree not later than the first of November in the year in which the degree is desired. This application must name the major and minor subjects which are offered for the degree and must contain the signed approval of the heads of the departments concerned.

Time Required.—The student must spend at least one full academic year in residence at the University of Florida as a graduate student, devoting his full time to the pursuit of these studies.

Work Required.—The work is twelve hours per week. Six hours of this work must be in one subject (the major) and of a higher grade than any course offered for undergraduate students in that subject. The other six hours (the minor or minors) are to be determined and distributed by the professor in charge of the department in which the major subject is selected. It is understood, however, that no course designed primarily for students of a lower grade than the Junior class will be acceptable as a minor. It is also to be understood that while the major course is six hours, these hours are not the same as in undergraduate work. It means that the professor has the privilege of using these six hours for recitations or examinations, but the

student will find that considerably more time is required to prepare one of these recitations than is the case in an undergraduate course.

Dissertation.—It is customary to require a dissertation showing original research and independent thinking on some subject accepted by the professor under whom the major work is taken, but this requirement may be waived at the optain of the professor, subject to the approval of the Committee on Graduate Studies.

COLLEGE OF ARTS AND SCIENCES

FACULTY

ALBERT A. MURPHREE, A. M., LL. D.,
President.

JAS. N. ANDERSON, M. A., Ph. D. (Johns Hopkins),
Dean of the College of Arts and Sciences.
Professor of Ancient Languages.

JAS. M. FARR, A. M., Ph. D. (Johns Hopkins),
Professor of English.

EDWARD R. FLINT, Ph. D. (Göttingen); M. D. (Harvard),
Professor of Chemistry.

J. R. BENTON, A. B., Ph. D. (Göttingen),
Professor of Physics.

C. L. CROW, A. M., Ph. D. (Göttingen),
Professor of Modern Languages.

ENOCH MARVIN BANKS, A. M., Ph. D. (Columbia),
Professor of History and Economics.

H. S. DAVIS, Ph. D. (Harvard),
Professor of Geology, Zoology and Bacteriology.

H. G. KEPPEL, A. B., Ph. D. (Clark),
Professor of Mathematics and Astronomy.

MAJOR E. S. WALKER, U. S. A., Retired,
Professor of Military Science.

W. L. FLOYD, M. S.,
Professor of Botany.

JOHN A. THACKSTON, Ph. D. (New York University),
Professor of Education and Philosophy.

GENERAL STATEMENT

Aim and Scope.—The tendency of universities at the present time seems to be to reach out their arms farther and farther into the domain of knowledge and to become more and more places where one may expect to be able to acquire any form of useful knowledge in which he may be interested. In the center of such an institution, however, there is still found the College of Arts and Sciences, the pulsating heart, as it were, sending its vivifying streams to the outermost tips of the institution.

The aim of this College is to prepare for life, it is true, but not so directly and immediately as the professional schools. It is a longer, but a better road, for those who are able to travel it, to distinction and ultimate success in almost any calling. Especially in the case of the learned professions, it is becoming clearer that a man should first get a liberal education, if possible, before entering upon his professional studies.

The purpose and aim of the College of Arts and Sciences is to impart culture and refinement, to train the mind and strengthen the intellect, to build up ideals and establish the character, to enlarge the vision, to ennoble the thoughts, to increase the appreciation of the beautiful and the true, to add charm to life and piquancy to companionship, to make the man a decent fellow, a useful citizen, an influential member of society in whatever community he may be thrown, in whatever field his life-course may be run.

But if one wishes to examine the practical side exclusively, he will find that there is also something practical in all these courses. For instance, they are all valuable for the one who wishes to learn to teach those subjects. Moreover, the use of electives in the junior and senior years gives one an opportunity to specialize in some branch according to his inclination and in furtherance of his plans.

Admission.—Twelve entrance units are required for admission to the College of Arts and Sciences. For candidates for the Bachelor of Arts degree they are:

English	3 units
Mathematics	3 units
History	2 units
Latin	3 units
Elective	1 unit
	12 units

For candidates for the Bachelor of Science, the three units of Latin may be replaced by other electives, though the Latin is considered preferable.

For full description of terms of admission and unit courses see page 38.

Curricula.—The College of Arts and Sciences offers three curricula: one leading to the degree of Bachelor of Arts, another to the degree of Bachelor of Science, and another to the degree of Bachelor of Arts in Education. Each of these courses of study possesses a considerable degree of flexibility because of the freedom in the choice of electives, especially in the last two of the four years.

CURRICULUM

Leading to the Degree of Bachelor of Arts.

Freshman Year.

Names of Courses.	Nature of Work.	Hours Per Week	Description See Page.
English I	Composition and Rhetoric	3	67
French I or German I or Greek I	Elementary Course Elementary Course Elementary Course	5	76 77
History I	Modern European History	2	70
Latin I	Livy; Ovid; Virgil; Grammar; Prose Composition	3	58
Mathematics I	Solid Geometry; Trigonometry	5	74
Military Science I	Regulations	1	76
		19	

Sophomore Year.

English II	History of Language and Literature	3	67
French II or German II or Greek II	Intermediate Course Intermediate Course Xenophon; Lucian; Plato; Grammar; Composition	3	77 77 59
History II	The United States since 1783	3	71
Latin II	Cicero; Pliny; Horace; Composition; Grammar	3	58
Mathematics IIa	Plane Analytic Geometry; Higher Algebra	3	74
Military Science II	Field Regulations; Manual of Guard Duty	1	76
Physics I	General Physics	3	79
		19	

Junior Year.

	Names of Courses.	Nature of Work.	Hours Per Week	Description See Page.
	Chemistry I.	General Inorganic Chemistry.	3	61
*I	Latin III. and Greek III.	Juvenal; Tacitus; Catullus; Tibullus; Ovid; Grammar.	6	58
	or	Attic Orators; Homer; Composition; Grammar		59
*II	French III. or German III. and Modern Language I.	Advanced Course. Advanced Course. Elementary Course		77 77 76-78
	or			
*III	English III. and English V. or English VII.	Milton; Shakespeare. Anglo-Saxon Grammar and Reading. American Literature; Southern	6	67 68
	or	Literature		69
*IV	Philosophy I. and Philosophy II.	General Psychology. Logic and Ethics.		78 78
	or			
*V	History III. and Economics I.	French Revolution and Nineteenth Century Europe. Principles of Economics.		71 72
	Electives	To be chosen from elective groups below	9	57
			18	

*At the beginning of the junior year the student will choose one of the five groups (I, II, III, IV, or V), in which he will have six hours of work during his junior year and three hours during his senior year.

Senior Year.

	Names of Courses.	Nature of Work.	Hours Per Week	Description See Page.
*I	Latin IV. or Greek IV.	Plautus and Terence; Seneca; Tacitus, etc.	3	58
	or	Herodotus; Thucydides; Drama; Lyric		59
*II	French IV. or German V.	Old French		77
	or	Old High German; Middle High German		77
	Modern Language II.	Intermediate Course		77, 78
*III	or English IV. or English VI.	The Novel; Romanticism.....		68
	or	Chaucer and Middle English Grammar		69
*IV	Philosophy III or Philosophy IV.	Introduction to Problems of Philosophy		79
	or	History of Philosophy		79
*V	Political Science I. or Economics II.	Government of the United States..		73
	or	To be selected		72
	Electives	To be chosen from elective groups..	12	57
			15	

*At the beginning of the junior year the student will choose one of the five groups (I, II, III, IV, or V), in which he will have six hours of work during his junior year and three hours during his senior year.

CURRICULUM

Leading to the degree of Bachelor of Science.

Freshman Year.

Names of Courses.	Nature of Work.	Hours Per Week	Description See Page.
English I	Composition and Rhetoric	3	67
Botany I	General Botany	3	59
French I or German I	Elementary Course Elementary Course	5	76 77
History I	Modern European History	2	70
Mathematics I	Solid Geometry; Trigonometry	5	74
Military Science I	Regulations	1	76
		19	

Sophomore Year.

Chemistry I	General Inorganic Chemistry	3	61
English II	History of Language and Literature	3	67
French II or German II	Intermediate Course Intermediate Course	3	77 77
Mathematics II*a*	Plane Analytic Geometry and Higher Algebra	3	74
Physics I	General Physics	3	79
Military Science II.	Field Regulations; Manual of Guard Duty	1	76
Mathematics II*b* and Physics II	Differential & Integral Calculus..3 General Laboratory Physics.....2	5	75 80
Zoology I and Chemistry II	General Zoology .....3 General Laboratory Chemistry..2		80 61
		21	

Junior Year.

Names of Courses.	Nature of Work.	Hours Per Week	Description See Page.
**Mathematical-Physical Group*:			
Mathematics III*a*	Differential and Integral Calculus, Continued	3	75
Mathematics III*b*	Solid Analytic Geometry; Theory of Equations; Advanced Calculus; Differential Equations	2	75
A Second Modern Language		3	77, 78
Electives		10	57
		18	
**Chemical Group*:			
Chemistry III	Qualitative Analysis Laboratory	3	61
Chemistry IV	Qualitative Analysis Laboratory	2	61
Chemistry V	Chemical Technology	3	61
Geology I & II	General Geology; Mineralogy	5	69
Electives	To be chosen from elective group	6	57
		19	
**Natural History Group*:			
Bacteriology I and Geology I	General Bacteriology; General Geology	5	81, 69
Zoology II	Histology and Physiology	5	80
Electives	To be chosen from elective group	8	57
		18	

Senior Year.

**Mathematical-Physical Group*:			
Mathematics IV	Differential Geometry	3	75
Electives	To be chosen from elective group	12	57
		15	
**Chemical Group*:			
Chemistry VII	Chemical Laboratory	7	62
Electives	To be chosen from elective group	8	57
		15	
**Natural History Group*:			
Biology	To be chosen from advanced courses	5	80-82
Electives	To be chosen from elective group	10	57
		15	

*At the beginning of the junior year the student will select one of the three groups offered and will take the required and elective hours of the group during his junior and senior years.

CURRICULUM

Leading to the Degree of Bachelor of Arts in Education.

Freshman Year.

Names of Courses.	Nature of Work.	Hours Per Week	Description See Page.
Botany I	General Botany	3	59
Education I	Psychology	2	63
English I	Composition and Rhetoric	3	67
History I	Modern European History	2	70
Latin I	Livy; Ovid; Virgil; Grammar; Composition	3	58
Mathematics I	Solid Geometry; Trigonometry	5	74
		18	

Sophomore Year.

Agronomy I	General Agriculture	3	93
Chemistry I	General Inorganic	3	61
Education II *a* & *b*	Methods; School Management and Supervision	3	64
English II	History of Language and Literature	3	67
Physics I	General Physics	3	79
Zoology I	General Zoology	3	80
		18	

Junior Year.

Education III	History of Education	3	64
Education IV	Secondary Education	3	65
Philosophy I	Psychology	3	78
Electives	To be chosen from elective group	9	57
		18	

Senior Year.

Education V	Principles and Philosophy of Education	3	65
Education VI and Education VII	Child-Study Practice Teaching	3	65 66
Philosophy II *a* & *b*	Logic; Ethics	3	78
Electives	To be chosen from elective group	9	57
		18	

ELECTIVES

Regulations.—Upon registration for the junior year, each student shall submit his choice of electives to the Dean of the College.

In the A. B. Course at least nine hours of junior and senior electives must be taken from the two groups in which the major subject does not fall. Of these nine hours, at least three must be taken each year.

In the B. S. Course, and the Course in Education, juniors shall elect not more than two subjects in the language and philosophical groups. Seniors shall elect not less than one subject in the philosophical group, and at least one in the science group.

No student shall elect more than the required number of electives without the approval of the Dean of the College.

In the junior year A. B. Course a modern language may be substituted for either Latin or Greek, with the approval of the Dean of the College.

Elective Groups

I. Language Group.	*II. Philosophy Group.*	*III. Science Group.*
English,	Psychology,	Mathematics,
Latin,	Ethics,	Agriculture,
Greek,	Logic,	Astronomy,
French,	History,	Chemistry,
German,	Pedagogy,	Physics,
Spanish,	Public Law,	Geology,
Italian.	Economics,	Zoology,
	Sociology.	Botany,
		Physiology,
		Bacteriology,
		Surveying,
		Mechanics,
		Drawing,
		Descriptive Geometry.

Departments of Instruction

ANCIENT LANGUAGES

PROFESSOR ANDERSON.

The study of the Classics contributes largely to general culture. In addition to the recognized and peculiar disciplinary value of such studies, and their conspicuous service in cultivating the literary sense and developing literary taste, they have a more immediate value and office as aids to the comprehension and interpretation of modern languages and literature. A thorough study and a full understanding of the modern languages, especially the Romance Languages and our own tongue, demand a considerable preliminary acquaintance with Latin and Greek. Thus from two points of view, that of their own intrinsic beauty and value as culture studies, and that of subsidiary aids to the study of other and modern languages, Latin and Greek command our attention, and call for a large place in any curriculum which proposes to issue in a liberal education.

The following courses are offered for the coming year:

LATIN

Latin I.—Livy, books XXI and XXII or other selections; Ovid, about 2,000 verses selected from his various works but mainly from the Metamorphoses; Virgil, Aeneid, books I-IV; Versification, with especial reference to the Dactylic Hexameter and Pentameter; weekly exercises in Prose Composition; Grammar. (*Required for A. B. students; both semesters, Freshman year, 3 hours.*)

Latin II.—Selections from the Letters of Cicero and Pliny; selections from the Satires, Epistles, Odes, and Epodes of Horace with a study of the Horatian Metres; weekly exercises in Prose Composition; Grammar. (*Required for A. B. students; both semesters, Sophomore year, 3 hours.*)

Latin III.—Juvenal's Satires with some omissions; Tacitus, parts of the Histories or Annals; Selections from Catullus, Tibullus, Propertius, and Ovid. (*Elective; both semesters, Junior year, 3 hours.*)

Latin IV.—Several plays of Plautus and Terence; Tacitus, Germania or Agricola; selections from Seneca, Gellius and Quintilian. (*Elective; both semesters, Senior year, 3 hours.*)

Latin V*b*.—History of the Roman Literature, preceded by a short study of Roman Life and Customs. (*Elective; second semester, 3 hours.*)

GREEK

Greek I.—The forms and most important principles of the syntax will be learned from a beginner's book. The student will have numerous exercises, partly oral, partly written, and some practice in conversation and sight-reading. Then one book of Xenophon's Anabasis will be read with exercises in Prose Composition and study of the Grammar. (*Elective; 5 hours.*)

Greek II.—Xenophon's Anabasis, books II, III and IV; Selections from Lucian and the easier dialogues of Plato; sight translation; Prose Composition; Grammar. (*Elective; 3 hours.*)

Greek III.—Select orations of Lysias or other Attic orators, with informal talks on Athenian laws and customs; parts of the Iliad and Odyssey of Homer; Prosody; Prose Composition. (*Elective; 3 hours.*)

Greek IV.—Selections from the Greek historians, especially Herodotus and Thucydides; selections from the Greek dramatists, especially Euripides and Sophocles; selections from the lyric fragments of Alcaeus, Sappho, etc. (*Elective; 3 hours.*)

Greek V*a*.—A study of the history of Greek Literature preceded by a short study of Greek Life and Customs. A knowledge of the Greek language is highly desirable but is not required for this course. (*Elective; first semester; 3 hours.*)

BOTANY

PROFESSOR FLOYD.

The department is well equipped for carrying on the work. A large, well-lighted laboratory, furnished with all necessary apparatus and material gives ample opportunity for careful and successful microscopic and physiological investigation.

Plants for study can be easily obtained at all seasons of the year. The flora of the vicinity is rich in the number of important species and additional material may be secured from the horticultural grounds.

Botany I.—*General Botany.*—This embraces the study in the classroom and laboratory of the structure, morphology, evolution, and classification of plants. Work is done on special types, beginning with the simplest and advancing to the more

complex. Field work is undertaken during the spring months. (*Required of scientific, agricultural, and pedagogical students; both semesters, Freshman year, 3 hours.*)

Botany II.—*Plant Physiology.*—The life processes of plants, such as how water is taken up and disposed of, relation to the soil, nutrition, respiration, irritability, etc., are directly investigated. Much of this is done in the laboratory and garden. (*Required of agricultural students; elective for scientific students; first semester, Sophomore year, 5 hours.*)

Botany III.—*Histology.*—This is largely laboratory work. The structure and development of the tissues of the higher plants in relation to their function is studied. Practice is given in methods of fixing, staining and mounting microscopic slides. (*Required of agricultural students in agronomy and horticultural groups; elective for scientific students in Junior and Senior year; second semester, 5 hours.*)

Botany IV.—*Plant Pathology.*—Lectures and laboratory work. A study of the nature and cause of plant diseases, including a systematic consideration of parasitic fungi. The prevention of disease, the relation of crops and fungicides, are considered. (*Required of agricultural students in agronomy and horticultural groups; elective for scientific students, who have had Botany I and II; first semester, Senior year, 3 hours.*)

Botany V.—*Advanced Plant Pathology.*—Types of fungi of special economic importance in the State, including those parasitic on San José scale and white fly are cultivated, their life histories traced, and their growth and spread on natural hosts investigated. (*Required of agricultural students in agronomy and horticultural groups; elective for scientific students who have had Botany IV; second semester, Senior year, 5 hours.*)

CHEMISTRY

PROFESSOR FLINT.

The facilities for instruction in chemistry compare favorably with those of the larger institutions of the South and are being steadily improved. The department is equipped with the necessary apparatus and material for instruction in general inorganic and organic, analytical and industrial chemistry.

Beginning with the sophomore year, all students in all the courses are required to take general chemistry. In the scientific

courses, the junior year is devoted mainly to qualitative, the senior year to quantitative analysis. Abundant laboratory work is offered in all of these courses.

Chemistry I.—This course is on general inorganic chemistry. During the first semester, the non-metallic elements are studied, by means of a text-book, lectures and recitations. Special attention is given to the principles underlying chemical union, and the theories and laws which govern the science.

In the second semester the metals and their more important compounds are studied in the same manner. (*Three hours a week throughout the Sophomore year for the B. S. course and Junior year for B. A. courses required of all students.*)

Chemistry II.—This is a laboratory course in general chemistry. In order to impress the principles of the science upon the minds of the students, they are required to repeat in the laboratory many of the experiments seen in the lecture room, taking notes of the same, and writing the chemical reactions as far as possible. Each one is required to perform over a hundred experiments designed to illustrate chemical principles, including the preparation of many of the elements and their most important compounds.

In the second semester the laboratory work is designed to study the reactions of the metals with a view to their classification. During this semester a portion of the time is devoted to a thorough course in dry analysis. (*Two exercises a week throughout the Sophomore year, required of all students in the scientific courses.*)

Chemistry III.—This is a laboratory course in qualitative analysis, in the junior year. (*Three exercises a week, elective in the A. B. Course.*)

Chemistry IV.—Includes course III, with two additional exercises a week in the same line of work. (*Offered as an elective in the Science courses, and required in the chemical course.*)

Chemistry V is a course in Organic Chemistry and in Chemical Technology, given in alternate years.

During the year 1910-11 the course in Chemical Technology will be given. The course in Organic Chemistry includes lectures, recitations and elective laboratory work. The laboratory work is designed to illustrate the various principles as given in the text, as well as practice in making pure organic preparations.

It comprises two periods of two hours each, per week, and is elective to those taking this course.

A short course of lectures on the subject of metallurgy, in the latter part of the semester, will be given if asked for, in which the chemistry involved in the reduction and fabrication of the more useful metals, as iron, copper, zinc, lead and silver, is explained. (*Three hours a week throughout the Junior year, required of students in the Chemical course.*)

The course in chemical technology comprises a consideration of the chemical principles involved in the manufacture, refining and preparation of the leading products of commercial importance. "Thorp's Outlines of Industrial Chemistry" is used as a text, lectures being given occasionally enlarging upon or explaining the subject-matter of the book. Among the subjects studied may be mentioned fuels, sulphuric acid, the soda industry, the chlorine industry, fertilizers, cements, glass, pigments, coal tar, mineral oils, soap, starch, sugar, fermentation industries, explosives, textile industries, paper, leather, etc. In connection with this visits will be made to such factories and chemical industries as may be accessible. (*Three hours a week throughout the Junior year, required of students in the Chemical course.*)

Chemistry VI.—This is a laboratory course in quantitative analysis. (*Elective in the Senior year to students in the B. S. courses. Three hours a week.*)

Chemistry VII.—In this course five exercises a week are devoted to laboratory work. During the first semester this is given to quantitative analysis, the exercises being selected with a view to familiarizing the students with the leading quantitative operations involved in the gravimetric, volumetric and electrolytic methods in vogue. As far as possible, the work of each individual is selected to aid especially in the line of work he may wish to pursue in the future, as medicine, pharmacy, analytical chemistry, etc. (*Seven hours a week throughout the Senior year. Required of students in the Chemical course.*)

Chemistry VIII.—A course of lectures in agricultural chemistry, embracing the chemistry of soils, the atmosphere, plant and animal growth and feeding, fertilizers, dairy products, insecticides, etc. (*Three hours a week for one semester in the Senior year. Required of students in the Agricultural course.*)

EDUCATION

PROFESSOR THACKSTON.

This department is designed especially for the purpose of preparing young men for the profession of teaching. It aims (1) to give that training that will properly fit men to teach in and become principals of high schools, to be supervisors, county and city superintendents; (2) to give that information, insight and appreciation of our educational problems and principles that each intelligent citizen of every community should possess, and (3) to prepare teachers in the Spring Review Course for the county certificates, and in the Short Curriculum for the State Certificate.

For a teacher to be able to teach proficiently two or three of the high school subjects, he should have had a thorough collegiate training in those subjects; and for him to be able to assume the position of principal he should have a working knowledge of the principles of education, educational psychology and the history of education and be able to show those associated with him how to teach, control and inspire. In fact he should be a trained educational leader and not a mere teacher. This is what the Department of Education stands for. That the special academic training may be gotten, during the junior and senior years, where each year, nine hours of electives are given, the student is requested to select those special studies which he prefers to teach and to make himself especially proficient in them.

There is no greater problem that confronts the American people than the problem of education. All citizens are, or will be, in some way, directly or indirectly, interested in it, and should be able to take an intelligent stand when thus confronted. Many of the following courses in education, psychology and philosophy are especially suited to give the information and training needed to meet properly these questions. Those students who are not registered in this Department and who expect to teach for a while after graduation before they enter other professions will find some of the following electives especially helpful.

Education I.—*Psychology.*—This is an elementary course designed to set forth the main phenomena of mental life, and furnish the student with the concepts and terms which will constantly recur in his further study. This course will aim es-

pecially to prepare the student for the examination on Psychology for the State Certificate. The text-book prescribed from time to time by the State Superintendent of Education will be used in connection with lectures and much reference work to the standard American writers. This year Halleck's Psychology and Psychic Culture is the text. (*Required of Freshmen in Educational Curriculum; both semesters, two hours.*)

Education II*a*.—*Methods.*—This course aims to teach the accepted principles of instruction, and general and special methods. Teaching children how to study and how to use their time outside of the recitation is one of its aims, while to give methods in the elementary and grammar school subjects receives about two-thirds of the time. This course not only teaches the student how to properly instruct his pupils in the methods of study, but is of great value to him throughout his whole college course and future work. The text-books used are How to Study and Teaching How to Study, McMurry; Methods of Teaching, Winterburn; Teaching of Elementary Mathematics, Smith; Teaching of English, Chubb; Teaching of Geography, Sutherland; Special Method in Reading, McMurry; Methods in History, McMurry, etc. (*Required of Sophomores in the Educational Curriculum; first semester, three hours.*)

Education II*b*.—*School Management and Supervision.*—This course is designed for the purpose of giving the practical and theoretical information needed by Principals and County Superintendents. During the year many practical problems are taken up and fully discussed. Discipline, school and class hygiene, purpose of education, organization and classification, grading and promoting—special plans of promotion being discussed —programs, time tables, report cards, plan and progress books, departmental teaching, exercises and intermissions, the recitation, etc. The books used are Classroom Management, Bagley; School and Class Management, Arnold; Special Method of the Recitation, McMurry; School Hygiene, Shaw; Elementary Education, Keith; The School and Its Life, Gilbert; Grading of Schools, Shearer; and many references are given to other books in the library. (*Required of Sophomores in Educational Curriculum; second semester, three hours.*)

Education III.—*History of Education.*—This course has two main purposes. First, endeavor is made to lead the student

to see and appreciate the good things in the many systems of education studied and apply them to his own present-day work as far as possible. In the second place, fine ideals and incentives for devotion to his calling are furnished by studying the lives and works of the great educational leaders. Text-book in the History of Education by Monroe, and Educational Reformers by Quick, are the texts used. (*Required of Juniors in the Educational Curriculum; elective, both semesters, three hours.*)

Education IV.—*Secondary Education.*—This course is designed especially to give instruction in the study of the secondary and high school. Many problems relating to the high schools in this and other Southern States are thoroughly gone over for the purpose of understanding the present situation and planning for better things. The following special topics may be mentioned: Psychology and Pedagogy of Adolescence, Technical High Schools, High-School Athletics, History of Secondary Education, High-School Course, comparative study of secondary education in the different countries, etc. Lectures and reference work supplement the reading of several texts on this subject in the class. (*Required of Juniors in the Educational Curriculum; elective; both semesters, three hours.*)

Education V.—*The Principles and Philosophy of Education.*—This course attempts to select from modern psychology all of the facts that will aid the teacher in obtaining a clearer insight into the actual workings of the child's mind in the process of learning. The following are a few of the topics studied: the brain and nervous system, the place of the body in education, attention, interest, imitation, the social, moral and religious aspects of education, etc. The Growth of the Brain, Donaldson; Interest and Education, De Garmo; A Broader Elementary Education, Gordy; The Philosophy of Education, Horne; Social Education, Scott. (*Required of Seniors in the Curriculum of Education; elective; both semesters, three hours.*)

Education VI.—*Child Study.*—The aim of this course is to give the student an insight into the physical development and growth of the child, the meaning of protracted infancy, the origin and development of instincts, development of intellect, heredity, individuality, abnormalities and the application of facts learned to school work, etc. Fundamentals of Child Study, Genetic Psychology, Kirkpatrick; Studies in Education, Barnes;

Moral Instruction of Children, Adler; The Development of the Child, Oppenheim; Physical Nature of the Child, Rowe. (*Required of Seniors in the Curriculum of Education; elective, first semester, three hours.*)

Education VII.—*Practice Teaching.*—Knowledge of the principles. Theory and history of education will better fit any teacher for his work, but these without concrete experiences and practice under direction will not give the best results. Realizing this, this course is planned for the purpose of giving this experience under the supervision and watch-care of the professor in charge of the department in which the subject is taught. This practice teaching will occupy the same position in the teacher's course as laboratory work does in the science departments and will have the same proportion of credit as laboratory work. (*Required of Seniors; second semester, three hours.*)

For *Normal Courses* and *Short Spring Term for Teachers,* see under Sub-Collegiate Division, pages 129 and 130.

EDUCATION (SECONDARY)

PROFESSOR LYNCH.

This is a new department, whose establishment is made possible by the generous aid of the General Educational Board of New York. The work of the department is divided into three heads:

I. To aid in the establishment of high schools in communities where such schools are not now in operation;

II. To visit high schools already established and to forward co-ordination among them and with the State University;

III. To give instruction in pedagogical subjects in the Department of Education in the University.

For the year 1909-10 the work of the department was almost exclusively visitorial (I and II) and was conducted under the formal co-operation and support of the State Department of Education. No regular courses of instruction can therefore be announced for the coming year.

ENGLISH

PROFESSOR FARR.

English.—The work of the department is designed to meet the requirements for a practical and liberal education, and is regarded both as a necessary auxiliary to the training in technical

courses, and as an important factor among the liberalizing studies. The three sides of the subject, Rhetoric, Linguistics, and Literature, are presented as fully as the time allotted will permit. While Rhetoric and Composition are especially stressed in the lower classes, literary studies in the higher, and linguistic work in electives, still the attempt is made to keep the three viewpoints before all classes as necessary to a mastery of their native language.

English I.—*Composition and Rhetoric.*—This course is designed to train the students in methods of clear and forceful expression. Throughout the year instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis and in theme writing, the constant correlation of the three as methods of approach to the desired goal being kept in view. In addition the Essays of Macaulay are studied throughout the year, and a private reading course is assigned to the individual student. (*Throughout the year for all Freshmen, three hours.*)

English II.—*History of Language and Literature.*—The course is intended to furnish the student an outline of the historical development of the English language and literature both as a cultural end desirable in itself and as giving the proper perspective for future study of literary epochs and types. A text with selections from the important prose writers and poets, a course of lectures covering the history of the language and literature, a manual to be used for reference, frequent reports on interesting phases of the subject from the individual students, and a constant use of the University library, are the methods employed in instruction. Tennyson's Idylls of the King and Browning's Blot in the 'Scutcheon are critically studied in class, and a private reading course is assigned to each student. (*Throughout the year for all Sophomores, three hours.*)

English III*a.*—*Milton and the Epic.*—This course centers in a study of the Paradise Lost, around which are grouped studies in the Age of Milton and in the Epic as a type in Comparative Literature. The first four books of the poem are read in class. Written reviews on the remaining books alternate each week with essays from the student and lectures by the instructor on various phases of the subject. A reading course in the minor poets of the age and in the English translation of the great Epics is as-

signed to each student. (*Elective; first semester of Junior year, three hours.*)

English III*b*.—*Shakspere and the Drama.*—This course follows the above method. Three of the Shaksperian plays are read in class. On eight others a written review is held each fortnight and on the alternate week essays are written and lectures are given by the instructor. Readings in the English Drama from the Cycle plays to contemporary production are assigned to the student. (*Elective; second semester of Junior year, three hours.*)

English IV*a*.—*The English Novel.*—In recognition of the fact that a large part of the reading of most Americans is in this line a course in the Novel is offered. This subject is studied in suitable texts from the two sides of chronological development and of technique; and the student reads a list of novels chosen to illustrate chronology and variety of species, analyzes minutely one novel from the technical side, masters the entire work and life of one novelist, and compares closely a novel and a dramatized version of it. It is hoped that the student may be so grounded in the classics and his taste and judgment so trained that his reading in this class of literature may not become mere intellectual dissipation. (*Elective; first semester of Senior year, three hours.*)

English IV*b*.—*The Romantic Revival.*—This course is planned as a study in literary movement. The causes and forces which underlie the movement, its phenomena and the authors and works which exhibit them, and a comparison with other movements in literature will be considered. The work of Prof. Beers will be used as a basis and the student will be led, by means of extensive reading, by investigation and essays and by lectures on the wider ranges of the subjects, to realize the truth of his statements. (*Elective; second semester of Senior year, three hours.*)

English V.—*Anglo-Saxon Grammar and Reading.* — The student is drilled in the forms of the early language and an elementary view of its relations to the other members of the Aryan family and its development into Modern English is given. The texts in Bright's Anglo-Saxon Reader are studied and Cook's edition of the Judith is read. (*Elective for Juniors, both semesters, three hours.*)

English VI.—*Chaucer and the Middle English Grammar.*—During the first semester the works of Chaucer are read in and out of class. The pronunciation, grammatical forms, scansion, condition of text, analogues and sources are closely examined. During the second semester, Morris and Sheats' Specimens, Part II, is studied in connection with informal lectures on Middle English viewed as developing from Anglo-Saxon into Modern English. (*Elective for Seniors who have taken English V; both semesters, three hours.*)

English VII*a*.—*American Poetry.*—This course will take a rapid survey of the development of poetry in the United States and will then center in a critical study of a few of the more important authors (Bryant, Whittier, Longfellow, Emerson, Lowell and Poe). (*Elective; first semester, three hours.*)

English VII*b*.—*Southern Literature.*—A detailed study of the literature of the South with extensive reading and essay work, and an examination of the claims of Florida authors, will be made. (*Elective; second semester, three hours.*)

GEOLOGY

PROFESSOR DAVIS.

Geology I.—*A course in the General Principles of Geology.*—Four hours class and one hour of laboratory work. Attention is given in the laboratory to the principal types of rocks, and to the more common fossils. Students who select this course are expected to be able to take occasional Saturday excursions. (*Required of Juniors of the Natural History and Chemical groups, and of Agricultural students; elective; first semester, five hours.*)

Geology II.—*Mineralogy.*—Moses & Parson's Mineralogy. Class work on the general character of minerals including the elements of crystallography. Laboratory determination of minerals. (*Required of Juniors of the Chemical group; elective; second semester, five hours.*)

Geology III.—*Historical Geology.*—Text and Laboratory work.—The geological history and development of continental areas. The geological history and development of life. Chamberlin & Salisbury's "Earth History" is used as text for the course. (*Alternate with Botany and Zoology for Seniors of the Natural History group; both semesters, five hours.*)

Laboratory.—The department is provided with a well lighted, comfortable laboratory, equipped for the courses offered. The United States Geological Survey Educational Series of rocks is accessible for the use of students of geology. For students of mineralogy there is provided a blowpipe collection of one hundred selected mineral species; an accessory blowpipe collection of miscellaneous minerals; a crystal collection of fifty natural crystals; and a reference collection of choice mineral specimens. Historical Geology students are provided with a collection of fossils illustraing the distribution and development of organisms.

HISTORY AND ECONOMICS

PROFESSOR BANKS.

This department attempts to introduce the student to the social sciences in the hope that he may receive an impulse toward an intelligent appreciation of the forces at work in the complex society of which he is a member, and that he may also be inspired toward, as well as in some measure equipped for, a wise discharge of his duties as a citizen. Courses in *History* find a place here for the reason that the present structure of our society can be understood only through a study of its development out of the past. Work in *Economics* is given not only because the struggle for existence and for the material means of satisfying wants has been in the past one of the dominant forces in social evolution, but also because that struggle presents today perhaps the most serious body of problems with which the citizen has to deal. *Political Science* is made a subject of study in order that the student may become acquainted with the nature and functions of government as an agency of order and of social betterment. *Sociology* is the most comprehensive of the subjects that find a place in this department since it attempts through a study of the past and through a combination of the principles of economics and political science with other principles of social psychology to reach a complete analysis of society as it exists and of the principles which underlie its progress in civilization.

HISTORY

History I.—*Modern European History.*—It is the purpose of this course to trace the development of the important national States which are found upon the map of Europe at the present

time. After a brief account of the growth and influence of the mediaeval church, the nature and extent of feudalism, and the beginnings of the national States, the course will survey in a more detailed way the spirit of the renaissance, the protestant revolt, the political reforms in England, the revolution in France, and the general changes in Europe during the nineteenth century. A text-book is used and collateral reading required. (*Required of A. B. and General Science students; both semesters, Freshman year, two hours.*)

History II.—*The United States Since* 1783.—After a brief survey of the colonial development, which culminated in the revolt from England, special attention is given to the decline of the confederation, the formation and adoption of the constitution, the growth of national and State rights parties, expansion, the diversity of economic development in the North and South, slavery debates, secession, reconstruction and its undoing, tariff and financial legislation, the war with Spain and its results. Text-books are used in this course but in addition reading in the standard histories and sources is required. (*Required of A. B. students; both semesters, Sophomore year, three hours.*)

History III.—*The French Revolution and Europe in the Nineteenth Century.*—A study is made of the social and economic condition of France before the revolution and of the influence of the philosophers upon the course of events. The career of Napoleon is studied chiefly for such of his work as had a permanent influence. Attention is given the Congress of Vienna, the subsequent revolutions, the unification of Italy and of Germany, the Eastern question, the Far Eastern question, the partition of Africa, and a brief survey of world politics at the beginning of the twentieth century. Text-books, lectures and collateral reading. (*Junior or Senior elective; both semesters, three hours.*)

History IV*a.*—*Industrial History of England.*—This course traces the development of English industry and commerce, and the attempt is made to correlate this development with that of the political and social life of the nation and the empire. (*Junior or Senior elective; first semester, three hours.*)

History IV*b.*—*Industrial History of the United States.*—This course attempts to survey the growth and diversification of industrial activities in the United States, and to point out some

of their political and social consequences. (*Junior or Senior elective; second semester, three hours.*)

ECONOMICS

Economics I.—*Principles of Economics.*—This is an introductory course describing the leading characteristics of those human activities which are called economic, and presenting some of the general principles which underlie the value and price of goods as well as those which underlie the distribution of income into rent, wages, interest and profits. Considerable time is devoted to the discussion of such practical economic problems as those that relate to money, international trade and the tariff, the labor movement, the trusts and the railroads. Socialism and other plans of social reform also receive some consideration. The course is based on a text-book, but constant reference is also made to the works of various authors. (*Junior or Senior elective; both semesters; three hours.*)

Economics II*a.*—*Money and Banking.*—It is the aim of this course to analyze the nature and functions of money and credit and banking, and to trace the history of money and banking in the United States with incidental reference to the experience of other countries in these matters. It is also proposed to discuss schemes of currency reform and other monetary problems. (*Elective for those who have had Economics I; one-half year course, three hours.*)

Economics II*b.*—*International Trade and the Tariff.*—This course describes the nature of international trade, traces the history of the tariff in the United States and the history of our commercial relations with other countries. (*Elective for those who have had Economics I; one-half year course, three hours.*)

Economics II*c.*—*Socialism and Other Plans of Social Reform.*—A study of the present inequalities in the distribution of wealth and of the remedies therefor which a series of earnest reformers have proposed. (*Elective for those who have taken Economics I; one-half year course, three hours.*)

Economics II*d.*—*Public Finance.*—It is the purpose of this course to study the principles which underlie governmental expenditures and revenues. The revenue systems of the leading countries are examined comparatively, and the principles of taxation as presented by such writers as Adams, Seligman, Plehn

and Bastable, are studied in order to be able to estimate the merits and defects of our American methods of taxation in their national, state and local aspects. (*Elective for those who have had Economics I; one-half year course, three hours.*)

Economics IIe.—*History of Economic Thought.*—This course traces the development of economic thought from the time of Adam Smith to the present by reference to the writings of certain typical economists of England, Germany, Austria and the United States. (*Elective for those who have had Economics I; one-half year course, three hours.*)

NOTE.—Economics I is offered each year, while Economics IIa, IIb, IIc, IId, IIe, are half-year courses, and it is planned for only two of them to be given in any one year, thus making three hours per week throughout the year.

POLITICAL SCIENCE

Political Science I.— *Government of the United States: National, State and Imperial.*—This course discusses some of the general principles of political science and applies these principles in analyzing the structure of the dual system of government in the United States. A study is made of the original conception of our Union and the evolution of a new conception which prevailed in the sixties. The amendments then added are examined in the light of decisions of the supreme court. After describing in some detail the organization and functions of the national government the organization and functions of the state governments, in both their central and their local branches, are examined—the government of Florida receiving special consideration in this connection. The governments now being established in our insular possessions are also considered. (*Junior or Senior elective; both semesters, three hours.*)

Political Science II.—*European Governments.*—An analysis and comparison of the constitutional systems of the leading States of Europe is attempted in this course. The government of England and her dependencies, including the relation of the latter to the former, receive special attention. (*Senior elective; first semester, three hours.*)

SOCIOLOGY

Sociology Ia.—*Principles of Sociology.*—This is an introductory course designed to acquaint the student with some of the problems of sociology regarded as a scientific description of

society. It embraces a study of early forms of social groupings, their evolution into later and more complex forms together with some of the general principles of civilization and progress which seem to manifest themselves in the social process. (*Open to Seniors and others with sufficient preliminary training; first semester, three hours.*)

Sociology I*b*.—*Pauperism and Crime.*—This course deals with the causes of pauperism, traces the history of poor-relief in England and examines the present methods of dealing with the problem in the leading countries of the world. The nature of crime is discussed and the modern methods of dealing with the different classes of criminals are examined. Other dependent and defective social classes receive some consideration. (*Open to those who have had Sociology Ia; second semester, three hours.*)

MATHEMATICS AND ASTRONOMY

PROFESSOR KEPPEL.

The work in the Department of Mathematics is planned with a threefold purpose in view:

1. For students who intend to *specialize* in Mathematics it provides the preparation for more advanced work. Several advanced courses are offered each year for this class of students.

2. To those who need Mathematics as an *instrument* it offers opportunities to become familiar with this instrument. The application of Calculus not only to Physics, Chemistry and Engineering, but even to such seemingly remote realms as Psychology and Political Economy, makes it advisable that this class should continue the study of Mathematics at least so far as to include Calculus.

3. To others it gives logical training in Analysis and Proof, introduces them to that scientific method par excellence of the Hypothesis, and develops the idea of a deductive system in its classical form. Elementary (Euclidean) Geometry is studied with this purpose in view by all members of the Freshman class.

The following courses are offered each year:

Mathematics I.—Solid Geometry (first semester). Plane and Spherical Trigonometry (second semester). (*Required of all Freshmen; both semesters, five hours.*)

Mathematics II*a*.—Plane Analytic Geometry and College Algebra. (*Required of all students except those in Pedagogy, or*

those in the College of Agriculture; both semesters, three hours.)

Mathematics II*b*.—Differential and Integral Calculus. (*Required of students in the College of Engineering and in the Mathematical-Physical courses in the College of Arts and Sciences; both semesters, three hours.*)

Mathematics III*a*.—Differential and Integral Calculus (continued). (*Required of all students in the College of Engineering and in the Mathematical-Physical courses in the College of Arts and Sciences; both semesters, three hours.*)

Mathematics III*b*.—Solid Analytic Geometry and Theory of Equations (first semester). Advanced Calculus and Differential Equations (second semester). (*Required of all students in the College of Engineering and in the Mathematical-Physical courses in the College of Arts and Sciences; both semesters, two hours.*)

The following advanced courses, one of which is required of students in the Mathematical-Physical course, are offered for 1910-11:

Advanced Calculus with Applications to Geometry.—The conditions of integrability, the successive extensions to multiple and curvilinear integrals, integration in series and the trigonometric series will be discussed in the first part of the course; the application of Calculus to the Theory of Envelopes, Contact, Curvature and Torsion of twisted curves in the second part. (*Both semesters, three hours.*)

Mathematical Seminary.—Subject for the year: Higher Plane Curves. (*Both semesters, three hours.*)

In connection with the Department of Mathematics a course in **General Astronomy** will be offered, consisting of lectures and recitations, with practical exercises. No knowledge of advanced mathematics is presupposed. (*Elective; both semesters, two hours.*)

MILITARY SCIENCE AND TACTICS

MAJOR WALKER.

In compliance with the Revised Statutes of the United States this institution maintains a course of instruction in Military Science and Tactics. The aim is to make familiar with the duties which first confront young officers those who later, through emergency or inclination, find themselves in the military service. Experience has shown that military training not only promotes

physical development and a tendency towards punctuality and system, but that it also fosters self-reliance and strengthens the principles of honor and fair dealing. The course is both practical and theoretical. The practical course consists of drills, target practice and other military exercises. The drills proper occupy not to exceed three hours each week.

The theoretical course, set forth below, consists of recitations supplemented by lectures on pertinent subjects:

Military Science I.—(a) Infantry Drill Regulations; (b) Small Arms Firing Regulations. (*Required of Freshmen, one hour per week.*)

Military Science II.—(a) Field Service Regulations; (b) Manual of Guard Duty. (*Required of Sophomores, one hour per week.*)

Military Science III.—(a) First Semester. The Service of Security and Information. Elementary Military Engineering. (b) Army Regulations, Company Administration and similar subjects. (*Elective for Juniors and Seniors; two hours per week.*)

MODERN LANGUAGES

PROFESSOR CROW.

French, German, Italian and Spanish are the subjects taught in this department. Extensive courses of reading, in and out of class, frequent exercises, oral and written, and studies in the Literature and Languages of the respective countries form the chief features of instruction. Carefully prepared English abstracts of nearly all the parallel reading is required.

Authors and text-books vary from year to year. Though the classics are not neglected, special attention is paid to the literatures of the nineteenth century.

Since the session of 1906-07 tables have been set apart in the mess-hall for those wishing to speak German and Spanish.

All of the courses offered below will not be given in any one year.

FRENCH

French I.—*Elementary Course.*—Drill in pronunciation and important grammatical forms, elementary syntax, dictation, daily written exercises, memorizing of vocabularies and short poems, translation. (*Modern Language elective for Freshmen; elective; both semesters, five hours.*)

French II. — *Intermediate Course.* — Work of elementary course continued, advanced grammar including syntax, prose composition, translation of intermediate and advanced texts, sight reading, parallel. (*Modern Language elective for Sophomores; elective; both semesters, three hours.*)

French III.—*Advanced Course.*—Syntax, stylistic, composition, history of French Literature, selections from the dramatists or novelists as class may decide. (*Elective; both semesters, three hours.*)

French IV.—*Old French.*—A course will be offered in Romance Philology open only to those who have taken French III, and Latin II. (*Elective; both semesters, three hours.*)

GERMAN

German I.—*Elementary Course.*—Drill in pronunciation and important grammatical forms, elementary syntax, dictation, daily written exercises, memorizing of vocabularies and short poems, translation. (*Modern Language elective for Freshman; elective; both semesters, five hours.*)

German II*a*.—*Intermediate Course.*—Work of elementary course continued, advanced grammar including syntax, prose composition, translation of intermediate texts, sight reading, parallel. (*Modern Language elective for Sophomores; elective; both semesters, three hours.*)

German II*b*.—A supplementary course in commercial German will be offered to students who are taking or have concluded German II*a*. For the present this course will not count towards a degree. (*Elective; both semesters, two hours.*)

German III.—*Advanced Course.*—Syntax, stylistic, composition, history of German Literature, selections from the dramatists or novelists. (*Elective; both semesters, three hours.*)

German IV.—*Scientific Reading Course.*—A course in reading scientific German will be offered to students who have completed German II. The nature of the course will depend largely upon the needs of the students taking it. (*Elective; both semesters, three hours.*)

German V.—Courses will be offered in Middle and Old High German open only to those who have taken German III. (*Elective; both semesters, three hours.*)

ITALIAN

Italian I.—*Elementary.*—To students desiring to specialize in the Romance Languages, an elementary course in Italian is offered. As students who elect this course will already have some knowledge of formal grammar and of Latin and French, rapid progress will be made. (*Elective; both semesters, three hours.*)

SPANISH

Spanish I.—*Elementary Course.*—Drill on pronunciation and important grammatical forms, elementary syntax, dictation, daily written exercises, memorizing of vocabularies and short poems, translation. (*Elective for Junior or Senior year; both semesters, three hours.*)

Spanish II.—*Intermediate Course.*—Work of elementary course continued, advanced grammar including syntax, prose composition, translation parallel. (*Elective for Senior year; both semesters, three hours.*)

PHILOSOPHY

PROFESSOR THACKSTON.

The courses in Philosophy are designed not only to provide that modicum of knowledge and training which is deemed desirable for the general student, but also to lay the foundation, and possibly furnish the impulse for further and more technical studies in this department. The class work in each course will serve mainly to coordinate and render consistent a large amount of collateral reading dealing with the several subjects discussed in the text-book. As the work progresses, special studies on given topics will be required from time to time, and the results of these studies will be presented and discussed before the class.

Philosophy I.—*Psychology.*—A general introductory course is given during the first semester when Angell's Psychology (1908) is used. During the second semester Social Psychology, by Ross, and Rational Living by King, are used as texts. (*Required of students in Education, Junior year; elective; both semesters, three hours.*)

Philosophy IIa.—*Logic.*—An elementary course. Creighton's "Introductory Logic." Lectures and studies in the history, development and systems of logic. Exercises. (*Elective; first semester, three hours.*)

Philosophy II*b*.—*Ethics.*—A general course. Especial emphasis will be laid on the Principles of Ethics. Lectures and studies in the history of Ethics, and discussion of various ethical systems. Dewey and Tuft's Ethics. (*Elective; second semester, three hours.*)

Philosophy III.—*Introduction to the Problems of Philosophy.*—In this course the great problems of Philosophy will be briefly presented and discussed, as, for example, theism, pantheism, materialism, dualism, rationalism, empiricism, etc. Paulsen's "Introduction to Philosophy" will be used as a text, and collateral reading in various authors will be assigned in connection with the topics studied. Special subjects will be assigned for written discussion. (*Elective; both semesters, three hours.*)

Philosophy IV*a* and *b*.—This is a course in the History of Philosophy and requires two years for its completion. The work of the first year treats Ancient Philosophy, that of the second Mediaeval and Modern. Weber's "History of Philosophy" will be used as a guide text. (*Elective; both semesters; two years, three hours.*)

PHYSICS

PROFESSOR BENTON.

The work of this department is intended to meet the needs, on the one hand, of those who study physics as a part of a liberal education, and on the other hand, of those who will have to apply physics as one of the sciences fundamental to engineering.

Instruction is given by (1) recitations, based upon lessons assigned in text-books; (2) laboratory work, in which the student uses his own direct observation to gain knowledge of the subject; (3) lectures, in which experimental demonstrations of the principles under discussion are given; and (4) seminar work in the advanced courses, in which the various members of the class take up different special problems requiring extended study or investigation, and report upon them in turn to the class.

The physical laboratory is well equipped for the experiments usually required in undergraduate laboratory work in the best colleges. The equipment has been greatly increased in the last few years, and additions are made to it from year to year.

The following courses are offered:

Physics I.—General physics, including mechanics, heat, acoustics, and optics, but not electricity and magnetism. Text-

book to be used in 1910-1911: J. S. Ames's Text-book of General Physics. (*Required of Sophomores, except in the Agricultural course; three recitations per week.*)

Physics II.—General laboratory physics, to accompany Physics I. Text-book to be used in 1910-1911: Ames and Bliss's Manual of Experiments in Physics. (*Required of Sophomores in the engineering courses; elective for other students who are taking or have taken Physics I; two exercises of two hours each per week.*)

Physics III.—General electricity and magnetism, being a continuation of Physics I. Text-book to be used in 1910-1911: S. P. Thompson's Elementary Lessons in Electricity and Magnetism. (*Required of Juniors in the engineering courses; elective for Juniors and Seniors in other courses; two recitations and one laboratory exercise of two hours per week.*)

Advanced Courses in Physics.—Preparation has been made for offering advanced courses in Physics, as electives for Juniors, Seniors and graduate students. Six such courses have been planned, as follows: Advanced Experimental Physics, General Mathematical Physics, Mechanics and Acoustics, Heat, Optics, Theoretical Electricity. Each of these courses is arranged to extend through two semesters and to require three hours per week of class-room work, or equivalent time in the laboratory. Any one of these courses will be given when elected by three or more students.

ZOOLOGY AND BACTERIOLOGY

PROFESSOR DAVIS.

Zoology I.—*General Zoology.*—Typical examples illustrating the various groups of the animal kingdom are studied, the object being to give the student a comprehensive idea of the structure and physiology of animals. (*Required of Sophomores in General Science, Agricultural and Pedagogical courses; elective; both semesters, three hours.*)

Zoology II.—*Histology and Physiology.*—A study of the microscopic structure and physiology of the principal tissues and organs of both vertebrates and invertebrates, special attention being paid to mammals. Thorough training is given in the more important methods of investigation, each student being expected to prepare his own slides. (*Required of Juniors, Natural History group; elective; both semesters, five hours.*)

Zoology III.—*Entomology.*—Careful attention is given to the structure of insects in general, after which the insect orders are considered, the student being expected to recognize the various orders and the more common families. Emphasis is given to the economic side of entomology. (*Required of Sophomores, Agricultural course; elective; second semester, three hours.*)

Zoology IV.—*Vertebrate Morphology.*—Lectures on the comparative anatomy of vertebrates accompanied by laboratory work on representatives of the principal groups. (*Elective; first semester, five hours.*)

Zoology V.—*Vertebrate Embryology.*—Lectures on the development of vertebrates with special reference to the early stages. Laboratory work on the development of the chick. (*Elective; second semester, five hours.*)

Zoology VI.—*Evolution and Heredity.*—A course of lectures on the evolution of animals and the problems of inheritance. Special attention is paid to the results of recent experimental work. Collateral readings will be assigned. (*Elective for Juniors and Seniors; second semester, three hours.*)

(Note.—Zoology V and VI will be given in alternate years.)

Zoology VII.—*Physiology and Hygiene.*—A course of lectures and recitations on general physiology, hygiene and sanitation. (*Elective; first semester, three hours.*)

Bacteriology I.—*General Bacteriology.*—This course is a general introduction to bacteriology and is designed to afford the student a comprehensive knowledge of bacteria, especially in their relation to every-day life. The bacteria found in soil, water, sewage, milk, etc., are considered, concluding with a general discussion of the pathogenic forms. (*Required of Juniors, Natural History group and of Agricultural students; elective; second semester, five hours.*)

Bacteriology II.—*Advanced Bacteriology.*—This course consists principally of laboratory work along special lines adapted to the needs of the individual student. Opportunity will be afforded for work on bacteria or parasitic protozoa. (*Elective; first semester, three hours. Students desiring to elect this course must first obtain the consent of the instructor.*)

Bacteriology III.—*Advanced Bacteriology.*—A continuation of Bacteriology II. (*Elective; second semester, three hours.*)

Graduate Courses.—Students who desire to continue advanced work in Zoology or Bacteriology will be assigned special problems for investigation. The State affords exceptional opportunities for research work in Zoology.

The zoological and bacteriological laboratories are well equipped with apparatus for use in the various courses. The general equipment has recently been greatly increased and is being added to from year to year. The department library, in addition to the usual text-books and reference works, contains a number of the more important current periodicals.

COLLEGE OF AGRICULTURE

FACULTY

ALBERT A. MURPHREE, A. M., LL. D.,
President of the University.

J. J. VERNON, B. Agr., M. S. A.,
Dean of the College of Agriculture; Professor of Agronomy.

W. L. FLOYD, M. S.,
Professor of Horticulture and Botany.

.....*
Professor of Animal Husbandry and Dairying.

F. T. WILSON, B. S. A.,
Instructor in Soils and Fertilizers.

JAS. M. FARR, A. M., Ph. D., (Johns Hopkins),
Professor of English.

EDWARD R. FLINT, B. S., Ph. D. (Göttingen), M. D. (Harvard),
Professor of Chemistry.

C. L. CROW, M. A., Ph. D. (Göttingen),
Professor of Modern Languages.

JAS. N. ANDERSON, M. A., Ph. D. (Johns Hopkins),
Professor of Ancient Languages.

ENOCH MARVIN BANKS, A. M., Ph. D. (Columbia),
Professor of History and Economics.

H. S. DAVIS, Ph. D. (Harvard),
Professor of Geology, Zoology and Bacteriology.

H. G. KEPPEL, A. B., Ph. D. (Clark),
Professor of Mathematics and Astronomy.

MAJOR E. S. WALKER, U. S. A., Retired,
Professor of Military Science.

N. H. COX, B. S.,
Professor of Civil Engineering.

JOHN A. THACKSTON, Ph. D. (New York University),
Professor of Philosophy and Education.

MISS MARY DACOSTA, *Stenographer.*

A. G. COLCLOUGH, *Farm Foreman.*

*To be elected.

GENERAL STATEMENT

The college of agriculture is intended to meet the requirements of the acts of Congress creating and endowing colleges in the different States. From these acts it is apparent that recognition of agriculture as a branch of collegiate instruction is a distinctive feature of the institutions founded upon the provisions of the national land-grant act. The aim of the college is to offer young men the best possible equipment for their chosen field of endeavor. The courses comprise both theory and practice, and afford opportunity for gaining both technical knowledge and training in the art of agriculture. Since about one-third of the student's time is devoted to agricultural branches and the other two-thirds to the sciences and cultural studies, a broad, thorough foundation is laid which will enable him, upon graduation, to become either a leader in educational lines or an effective producing agriculturist.

The group courses offered during the Junior and Senior years afford opportunity for selecting that phase of agriculture best suited to the qualifications and taste of the individual, and to better prepare for that particular line of work. Those who wish to pursue general farming will elect the agronomy or animal husbandry group. Those interested in fruit production or market gardening will elect the horticultural group. The chemical group will interest those who wish to become expert agricultural analysts. There is already a demand for teachers well prepared and competent to give instruction in agriculture and this demand no doubt will grow in Florida in the years to come as it has grown in other agricultural States. In order to meet this demand it has been thought best to include an agricultural-pedagogical group. This group will be of special interest to those teachers who wish to specialize in agriculture and become proficient in this growing school subject. Teachers who complete this group will also be competent to give instruction in the sciences required in the High Schools of the State. The present demand for experienced agricultural teachers cannot be supplied; therefore the agricultural-pedagogical group forms an attractive and lucrative line for ambitious young teachers. A certificate stating that the agricultural-pedagogical group has been pursued will be granted in addition to the usual degree.

In addition to the four-year course in agriculture leading to a degree, the following short courses are offered:

1. A Two-Year Course.
2. A One-Year Preparatory Course.
3. A Farmers' Short Course of Twelve Weeks.
4. Fourteen Correspondence Courses for Home Study.

Equipment.—*The Location of the College of Agriculture.*—The College of Agriculture the coming year will occupy one section in the South end of Thomas Hall, made vacant by the removal of the Experiment Station into their new four-story building. This will afford much needed additional office, class-room and laboratory space.

The College Farm.—The farm connected with the college conconsists of 40 acres, about 28 acres for trucking and general field crops, 2 acres for stock lots, 2 acres for orchard, 5 acres for pasture and 3 acres for buildings and grounds, where a hay and machinery barn now stands and where it is contemplated building, as soon as money is available, a horse barn, a sanitary dairy barn, a fertilizer house, poultry houses and runs, a packing shed, corn cribs and a farm foreman's cottage.

Offices, Class-Rooms and Laboratories.—Space will be available in the new quarters for department offices; for Class Rooms in Agronomy, Horticulture and Animal Husbandry; for Laboratories in Soils and Fertilizers, Dairying, Stock and Grain Judging; and for the Agricultural Library.

Live Stock.—The laboratory equipment in live stock is only well begun, but the individuals of the herds are of high grade. There is such great promise for the future of the livestock and dairy industry in Florida that in future much attention will be given to the subject. The equipment will be added to from year to year, as funds become available for the purpose, until representatives of all the important breeds and classes will be available for giving thorough courses in breeds of livestock and judging and score-card work, so helpful in mastering the details connected with stock raising.

Library.—The Agricultural Library is small but select. The leading technical books are on file and a fairly complete set of State Experiment Station and Government Bulletins are maintained. The list is being added to each year. These books and bulletins are open to the students for reference study or for sup-

plementary reading. The general library is also open to the students of the college.

The Agricultural Club, inaugurated during the present year, has already proved an important factor in student life. The objects of the Club are manifold. The following are among the most important:

First, to promote interest in and enthusiasm for agriculture.

Second, through social intercourse to unite in closer bonds of friendship and sympathy those who desire to have a part in the promotion of this great industry.

Third, to gain knowledge. Looking to this end the Club will be addressed from time to time by practical and scientific agriculturists. Carefully prepared papers, essays, readings and orations will be presented by the members upon assigned or chosen subjects of general interest to the Club. General discussions on current agricultural and humanitarian topics will be freely encouraged.

Fourth, training in presenting agricultural matter. At the present time such training is almost as important a factor in success as agricultural knowledge. Practice is obtained in parliamentary usage and in presiding over and conducting public societies. Members in turn are given a place on the program and they are encouraged to take part in the discussions and business that may come before the Club.

Every student of the College of Agriculture should avail himself of the benefits and privileges offered by the Club, and students of other Colleges in the University are cordially invited to make use of the means thus provided for increasing their knowledge of and sympathy with this important movement, the uplift of the agricultural industry—an industry which not only supplies mankind with food, but upon which nearly all other industries depend.

The officers of the Agricultural Club are as follows:

Mr. Frank T. Wilson, *President.*
Mr. Edward F. Stolberg, *Vice President.*
Mr. Fred H. Gibbons, *Secretary-Treasurer.*
Mr. A. B. Massey, *Critic.*

New students in the University who are at all interested in Agriculture should make themselves known to the officers of the Agricultural Club and should early become allied with this

movement—thereby securing the many benefits to be derived from membership therein.

Entrance Requirements.—The entrance requirements for admission to the College of Agriculture are:

English	3 units
Mathematics	3 units
History	2 units
Agriculture	1 unit
Electives	3 units
	12 units

For a detailed description of the units, see page 40.

While one unit of agriculture is required, owing to the fact that agriculture has been so recently included in the curriculum of the public high schools by legislative enactment, candidates will be allowed to take the agricultural work in which they are deficient during the freshman year. Those who enter the preparatory year will pursue the required agricultural work in class.

Degrees.—The regular four-year course culminating with one of the five groups—Agronomy, Horticulture, Animal Husbandry, Agricultural-Chemical and Agricultural-Pedagogical leads to the degree of Bachelor of Science in Agriculture. One year additional work as prescribed for graduate students leads to the degree of Master of Science in Agriculture.

Certificates.—Certificates will be granted to those who complete any of the Short Courses.

CURRICULUM

Leading to the Degree of Bachelor of Science in Agriculture.

Freshman Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week	Description See Page.
(First Semester.)			
Agronomy I	Soil Physics	5	93
Zootechny I	Breeds of Live Stock	3	96
Botany I	General Botany	3	59
English I	Composition and Rhetoric	3	67
Mathematics I	Solid Geometry, Plane and Spherical Trigonometry	5	74
Military Science I.	Regulations	1	76
		20	
(Second Semester.)			
Agronomy II	Fertilizers	3	93
Horticulture I	Olericulture	3	95
Agricultural Engineering I	Farm Machinery and Farm Motors	2	94
Botany I	General Botany	3	59
English I	Composition and Rhetoric	3	67
Mathematics I	Solid Geometry, Plane and Spherical Trigonometry	5	74
Military Science I.	Regulations	1	76
		20	

Sophomore Year.

(First Semester.)			
Agronomy III	Crop Production	3	93
or			
Horticulture II	Greenhouse Construction and Management		95
Botany II	Plant Physiology	5	60
Zoology I	General Zoology	3	80
Chemistry I and II.	General Inorganic Chemistry and Laboratory	5	61
English II	History of English Language and Literature	3	67
Military Science II.	Field Regulations	1	76
		20	
(Second Semester.)			
Bacteriology I	General Bacteriology	5	81
Zoology I	General Zoology	3	80
Zoology III	Entomology	3	81
Chemistry I and II.	General Inorganic Chemistry and Laboratory	5	61
English II	History of English Language and Literature	3	67
Military Science II.	Manual of Guard Duty	1	76
		20	

Junior Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week	Description See Page.
Agronomy Group:			
(First Semester.)			
Agronomy IV	Rural Law and Farm Accounts	3	93
Chemistry III	Qualitative Analysis	3	61
Geology I	General Geology	5	69
Surveying I	Use of compass, level and transit	2½	112
Elective		4½	
		18	
(Second Semester.)			
Horticulture III	Plant Breeding	3	95
Botany III	Histology	5	60
Chemistry III	Qualitative Analysis	3	61
Elective		7	
		18	
Horticultural Group:			
(First Semester.)			
Agronomy IV	Rural Law and Farm Accounts	3	93
Chemistry III	Qualitative Analysis	3	61
Geology I	General Geology	5	69
Surveying I	Use of compass, level and transit.	2½	112
Elective		4½	
		18	
(Second Semester.)			
Horticulture III	Plant Breeding	3	95
Botany III	Histology	5	60
Chemistry III	Qualitative Analysis	3	61
Elective		7	
		18	
Animal Husbandry Group:			
(First Semester.)			
Veterinary Elements		3	97
Chemistry III	Qualitative Analysis	3	61
Geology I	General Geology	5	69
Surveying I	Use of compass, level and transit.	2½	112
Elective		4½	
		18	
(Second Semester.)			
Zootechny II	Animal Breeding	3	96
Dairying	Milk and Butter	3	96
Chemistry III	Qualitative Analysis	3	61
Elective		9	
		18	

Junior Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week	Description See Page.
Agricultural-Chemical Group:			
(First Semester.)			
Chemistry IV	Qualitative Analysis	5	61
Geology I	General Geology	5	69
Elective		8	
		18	
(Second Semester.)			
Chemistry IV	Qualitative Analysis	5	61
Botany III	Histology	5	60
Elective		8	
		18	
Agricultural-Pedagogical Group:			
(First Semester.)			
Education I	Psychology	2	63
Education II*a*	Methods	3	64
History II	The United States since 1783	3	71
Latin A or German I or French I	Cicero Elementary Course Elementary Course	5	77 76
Elective		5	
		18	
(Second Semester.)			
Education I	Psychology	2	63
Education II*b*	School Management and Supervision	3	64
History II	The United States since 1783	3	71
Latin A or German I or French I	Cicero Elementary Course Elementary Course	5	77 76
Elective		5	
		18	

Note.—Subject to the approval of the Dean of the College and the President of the University, elective courses sufficient to make a total of not less than 16 nor more than 20 hours per week in the Junior and Senior Years shall be selected by each student from other groups, or from other Colleges upon approval by the Dean of that College.

Senior Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week	Description See Page.
Agronomy Group:			
(First Semester.)			
Agronomy V	Crop Judging	2	94
Botany IV	Plant Pathology	3	60
Chemistry VIII	Agricultural Chemistry	3	62
Economics I	Principles of Economics	3	72
Elective		7	
		18	
(Second Semester.)			
Agricultural Engineering II	Building, Roads, Irrigation, etc.	3	94
Botany V	Landscape Gardening	3	95
Economics I	Advanced Plant Pathology	3	60
Elective	Principles of Economics	3	72
Horticulture V		6	
		18	
Horticultural Group:			
(First Semester.)			
Horticulture IV	Pomology	3	95
Botany IV	Plant Pathology	3	60
Economics I	Principles of Economics	3	72
Elective		9	
		18	
(Second Semester.)			
Horticulture V	Landscape Gardening	2	95
Horticulture VI	Forestry	3	95
Agricultural Engineering II	Buildings, Roads, Irrigation, etc.	3	94
Botany V	Advanced Plant Pathology	3	60
Economics I	Principles of Economics	3	72
Elective		4	
		18	
Animal Husbandry Group:			
(First Semester.)			
Zootechny III	Feeds and Feeding	3	96
Chemistry VIII	Agricultural Chemistry	3	62
Economics I	Principles of Economics	3	72
Elective		9	
		18	
(Second Semester.)			
Agricultural Engineering II	Buildings, Roads, Irrigation, etc.	3	94
Horticulture V	Landscape Gardening	2	95
Economics I	Principles of Economics	3	72
Elective		10	
		18	

Senior Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week	Description See Page.
Agricultural-Chemical Group:			
(First Semester.)			
Chemistry VII	Quantitative Analysis	7	62
Chemistry VIII	Agricultural Chemistry	3	62
Economics I	Principles of Economics	3	72
Elective		5	
		18	
(Second Semester.)			
Chemistry VII	Quantitative Analysis	7	62
Economics I	Principles of Economics	3	72
Elective		8	
		18	
Agricultural-Pedagogical Group:			
(First Semester.)			
Education III	History of Education	3	64
Education IV	Secondary Education	3	65
Education V	Principle and Philosophy of Education	3	65
Latin I	Livy, Ovid, Virgil	3	58
or			
German II	Intermediate Course		77
or			
French II	Intermediate Course		77
Elective		6	
		18	
(Second Semester.)			
Education III	History of Education	3	64
Education IV	Secondary Education	3	65
Education V	Principle and Philosophy of Education	3	65
Latin I	Livy, Ovid, Virgil	3	58
or			
German II	Intermediate Course		77
or			
French II	Intermediate Course		77
Elective		6	
		18	

Departments of Instruction

AGRONOMY

PROFESSOR VERNON.

Agronomy is the science of crop production. It includes Soils: Classification, fertility, cultivation and improvement; Crops: Classification, production and improvement; Agricultural Engineering: Farm buildings, roads, fences, drainage and irrigation systems, tools and farm machinery; and Farm Management: the application of economic business methods to farm practices.

The laboratory work and field observations aim to fix the principles learned in the class room and give them practical application.

Agronomy A.—*Elementary Agronomy.*—Introductory principles underlying crop production and farm management. (*First semester, Sub-Freshman year, three hours.*)

Agronomy I.—*Soil Physics.*—The origin, formation, classification, moisture, ventilation and temperature of soils; and general methods of soil management and amelioration are among the subjects to be presented in this course. (*First semester, Freshman year, five hours.*)

Agronomy II.—*Fertilizers.*—The nature of plant food and its relation to the composition of soils, sources and composition of commercial fertilizers and principles governing their application, the making and economical use of farm manures, fertilizer requirements of various crops, and other related topics will form the subjects of discussion in this course. (*Second semester, Freshman year, three hours.*)

Agronomy III.—*Crop Production.*—The various grain and forage crops will be discussed with respect to their habits of growth, soil adaptations, fertilizer requirements, general methods of tillage and harvesting, and the most profitable forms in which to market them. Special attention will be given to corn, cotton and forage crops adapted to the South. (*First semester, Sophomore year, three hours.*)

Agronomy IV.—*Rural Law and Farm Accounts.*—Classification of property, boundaries, fences, stock laws, rents, contracts, deeds, mortgages, taxes, laws governing shipping, and other topics of special interest to farmers will be treated; and a system

of farm bookkeeping will be worked out, using the transactions of the University farm as a basis for material for instruction. (*First semester, Junior year, three hours.*)

Agronomy V.—*Crop Judging.*—This course treats of classification and market grades of field crops, such as corn, cotton, velvet beans, etc.; shrinkage and other losses, and care of stored crops. The score card will be brought into use whenever possible. (*First semester, Senior year, two hours.*)

Agricultural Engineering I.—*Farm Machinery and Farm Motors.*—The course includes a study of the history of the development, details of construction, functions, methods of operation and care of the various forms of tillage, seeding and harvesting machinery and farm motors. Special attention is given to such machinery as plows, harrows, seeders and drills, corn and Irish potato planters, cultivators and weeders, mowers and rakes, potato diggers, spraying machines, vehicles, steam engines, oil, air and water cooled internal-combustion engines, wind mills, etc. (*Second semester, Freshman year, two hours.*)

Agricultural Engineering II.—*Buildings, Fences, Roads, Drainage and Irrigation.*—In this course such topics as the construction of farm residences, barns and other farm buildings, the laying out of roads and fields; underdrainage; and irrigation plants will be considered and the students will be given practice in drawing plans and writing specifications. (*Second semester, Senior year, three hours.*)

HORTICULTURE

PROFESSOR FLOYD.

Horticulture is applied to the cultivation of useful and ornamental garden plants and orchard fruits. These are the plants most intimately associated with the private life of the home. In a sub-tropical climate unusual opportunities for practical effort and interesting study are presented. The wonderful variety of plants, the peculiar problems involved in their growth and development, and the accomplishments of those who have given time and labor to the solution of those problems, offer inviting fields for study and experimentation. Both the practical and the aesthetic tendencies may be cultivated.

The department with its orchard, garden, laboratory, and

library offers fine opportunity for instruction, experiment and research.

Horticulture A.—*Plant Propagation.*—Propagation by means of grafting, budding, cutting, layering, etc.; seed selection and preservation; making of hot beds and cold frames; seed testing, and related subjects will constitute the main topics for discussion, but some attention will also be given to elementary plant physiology. (*Second semester, Sub-Freshman year, 3 hours.*)

Horticulture I. — *Olericulture.* — This course will be given with special reference to growing vegetables in Florida. The seasons in which the different vegetables may be grown, irrigation, cultural methods, fertilizing and marketing constitute the chief subjects for discussion. (*Second semester, Freshman year, 3 hours.*)

Horticulture II.—*Greenhouse Construction and Management.* —In this course the principles underlying successful and economical Greenhouse Construction and Management will be thoroughly discussed, and the student will be given practical work in the greenhouse. (*First semester, Sophomore year, 3 hours.*)

Horticulture III.—*Plant Breeding.*—The evolution of plants, cross pollination and hybridization, improvements by selection, Burbank's work and methods, breeding for special qualities, etc., are some of the topics that indicate the nature of the work. (*Second semester, Junior year, 3 hours.*)

Horticulture IV. — *Pomology.* — The work in this course deals with the principles of fruit growing. Particular attention is paid to those fruits that are of commercial importance in this State. The principles underlying the growing of citrus fruits, pineapples, peaches, etc., are thoroughly discussed. (*First semester, Senior year, 3 hours.*)

Horticulture V. — *Landscape Gardening.* — The principles underlying the various styles of landscape gardening, the gardener's materials, improvement of farm homes and the making of more beautiful school grounds, are some of the topics presented. The wealth of materials to be found in Florida will make this subject especially interesting. (*Second semester, Senior year, 2 hours.*)

Horticulture VI.—*Forestry.*—A course of lectures on the principles of forestry, the influence of forestry on climate, fruit growing, etc., is given. Forest cropping, protection, the use of

Florida woods, etc., are taken up. (*Second semester, Senior year, 3 hours.*)

ANIMAL HUSBANDRY

PROFESSOR ————.*

Animal Husbandry includes zootechny—classification, selecting and judging, breeding and improvement, feeding, care and management of domesticated animals, and dairying—care and management of the dairy herd and the production of sanitary dairy products.

Live stock is a most valuable adjunct in maintaining soil fertility and in view of the fact that it will become an important factor in the general prosperity of the State the instruction is being broadened and the equipment strengthened.

Zootechny I.—*Breeds of Live Stock and Score Card.*—The history and characteristics of the principal breeds of horses, cattle, sheep and swine will be the chief topics for class-room study, while practical lessons in stock judging will be given in the field with the animals belonging to the University farm, and visits will be made to practical stock farms to furnish further material for the work. (*First semester, Freshman year, 3 hours.*)

Zootechny II.—*Animal Breeding.*—The course covers the laws governing the breeding of animals and includes the principles of heredity; the laws of correlation, variation, fecundity, atavism, in-and-in breeding, parentage, form types and pedigrees; and the application of these principles and laws to the up-building and maintenance of high class herds. Attention is given to methods of live stock improvement for Florida. (*Second semester, Junior year, 3 hours.*)

Zootechny III.—*Feeds and Feeding.*—The balanced ration, the silo, soiling, forage, methods of feeding and handling successfully both young and old animals for the various farm purposes, etc., are some of the subjects discussed in this course. (*First semester, Senior year, 3 hours.*)

Dairying. — *Milk and Butter.*—The production of sanitary milk and other dairy products is the main object of this course. The course includes a study of the properties of milk-secretion, composition, food value, care, changes and adulteration, and methods of handling milk and its products in the home and well-

*To be elected.

equipped creamery—receiving and weighing, sampling, testing, pasteurizing, separating, ripening cream, churning, packing and marketing. (*Second semester, Junior year, 3 hours.*)

Veterinary Elements.—The course includes a study of the diseases most common among farm animals—causes, prevention, diagnosis and treatment. The class work is supplemented by such practice as is necessary among the college herd. (*First semester, Junior year, 3 hours.*)

Agriculture I.—*General Agriculture.*—This is a general course designed for teachers. Special attention is given to methods of introducing agriculture into the public schools of the state and rendering the instruction effective. A large amount of laboratory exercises, suited to the schools of the State, is offered in this course. (*Both semesters, required of Pedagogical students in the Sophomore year, three hours.*)

ANCIENT LANGUAGES

PROFESSOR ANDERSON.

Latin I.—See page 58.

BOTANY

PROFESSOR FLOYD.

Botany I.—See page 59.
Botany II.—See page 60.
Botany III.—See page 60.
Botany IV.—See page 60.
Botany V.—See page 60.

CHEMISTRY

PROFESSOR FLINT.

Chemistry I and II.—See page 61.
Chemistry III and IV.—See page 61.
Chemistry VII.—See page 62.
Chemistry VIII.—See page 62.

CIVIL ENGINEERING

PROFESSOR COX.

Surveying I.—See page 112.

EDUCATION

PROFESSOR THACKSTON.

Education I.—See page 63.
Education II.—See page 64.
Education III.—See page 64.
Education IV.—See page 65.
Education V.—See page 65.

ENGLISH

PROFESSOR FARR.

English I.—See page 67.
English II.—See page 67.

GEOLOGY

PROFESSOR DAVIS.

Geology I.—See page 69.

HISTORY AND ECONOMICS

PROFESSOR BANKS.

History II.—See page 71.
Economics I.—See page 72.

MATHEMATICS

PROFESSOR KEPPEL.

Mathematics I.—See page 74.

MILITARY SCIENCE

MAJOR WALKER.

Military Science I.—See page 76.
Military Science II.—See page 76.

MODERN LANGUAGES

PROFESSOR CROW.

French I.—See page 76.
French II.—See page 77.
German I.—See page 77.
German II.—See page 77.

ZOOLOGY AND BACTERIOLOGY

PROFESSOR DAVIS.

Zoology I.—See page 80.
Zoology III.—See page 81.
Bacteriology I.—See page 81.

SUB-FRESHMAN CLASS

Latin A.—See page 128.

Short Courses in Agriculture

J. J. VERNON, M. S. A., DIRECTOR.

Practically all of the Agricultural Colleges of the United States have found short courses necessary in order to reach a large class of young farmers and prospective farmers. It has seemed unwise to withhold from this deserving class of wealth producers the advantages of the equipment and instruction in agriculture generously provided by the Government and State appropriations. Men who have been fortunate enough to be able to complete a high school course are fitted to enter the regular college course. In the Short Courses the same advantages are thrown open to those less fortunate who can not enter the regular course, and the results obtained indicate the wisdom of the step taken. The value of the Short Courses, not only to the young men concerned but to the whole people who are of necessity interested in the agricultural industry, has been satisfactorily demonstrated, and therefore, strong short courses are offered, designed to meet the several needs of the farmer.

TWO-YEAR COURSE IN AGRICULTURE

For the convenience and accommodation of young farmers and young men preparing to farm who can not meet the requirements for entrance to the Freshman year, or who may not wish to pursue a full college course and yet desire to obtain some training in practical and scientific agriculture, the following short course in agriculture is offered. The only requirements for admission is a good knowledge of the common school branches, good moral standing, and an earnest desire to profit by the studies pursued. The course leads to no degree and is not designed to supplant or in any way to substitute for the regular University course in agriculture as outlined above.

In all the preceding courses two hours of laboratory work are reckoned as one hour in estimating the total number of hours in any course.

FIRST YEAR

First Semester.		*Second Semester.*	
Required studies:		Required studies:	
Agronomy A	3	Horticulture A	3
Horticulture II	3	Horticulture I	3
Zootechny I	3	Agricultural Engineering I.	2
English A	4	English A	4
Drill Regulations	1	Drill Regulations	1
	14		13

SECOND YEAR

Agronomy I	5	Agronomy II	3
Botany I	3	Agricultural Engineering II.	3
	8	Botany I	3
			9
Elective Studies:		*Elective Studies:*	
Agronomy III	3	Horticulture III	3
Agronomy IV	3	Horticulture IV	5
Agronomy V	2	Horticulture V	3
Horticulture VI	3	Zootechny II	3
Zootechny III	5	Dairying	3
Veterinary Elements	3	Botany II	3
Botany IV	3	Botany III	5
Physics A	5	Botany V	3
Zoology I	3	Bacteriology I	5
Chemistry I	3	Physics A	5
Chemistry II	2	Zoology I	3
Chemistry VIII	3	Chemistry I	3
Geology I	5	Chemistry II	2
Economics I	3	Economics I	3
English I	3	English I	3
Mathematics A	8	Mathematics A	8
Mathematics I	5	Mathematics I	5
Surveying	2½	History II	3
History II	3		
Zoology VII	3		

NOTE:—Students shall select from the elective studies a sufficient number to make not less than 16 nor more than 20 hours per week.

ONE-YEAR COURSE IN AGRICULTURE

This course is the same as the preparatory course for the College of Agriculture offered in the Sub-Freshman year. (See page 98.) This course is open to farmers and prospective farmers who desire a course somewhat less technical than that of the Two-Year Course.

FARMERS' SHORT COURSE IN AGRICULTURE

TWELVE WEEKS

Beginning Wednesday, November 2, 1910, and ending Tuesday, January 24, 1911.

The Farmers' Short Course in Agriculture is offered to meet the needs of those who for any reason can not pursue a one or a two or a four-year course. It is especially suited to two classes: First, busy farmers of all ages who, recognizing their need for better preparation, earnestly desire more knowledge of scientific agriculture in order to render more effective the practical knowledge they have already gained; and second, ambitious young men who are compelled to drop out of school and yet desire to devote a short time to special preparation for their life work upon the farm.

There are no educational requirements for entrance to the Farmers' Short Course except ability to receive benefit therefrom and an earnest desire for improvement along agricultural lines.

The course will consist of textbook study, lectures, laboratory work and field observation and demonstration. Trips of inspection will be made to large truck and stock farms in the vicinity of the University, and successful farmers will be called before the classes occasionally for the purpose of explaining their methods. The benefits of a thriving Agricultural Club will be open to all Short Course men.

The laboratory equipment, the thoroughbred stock and the farm used in the regular courses will be available for instruction in the Short Courses. The Agricultural Experiment Station, located at the University, will afford opportunity for observation and inquiry. Special care has been taken that the Farmers' Short Course should be arranged throughout to meet the needs and suit the conditions of the practical farmer.

The following subjects are included in the Farmers' Short Course in Agriculture:

Principles of Agriculture.
Soils.
Soil Laboratory.
Fertilizers.
  a. Chemical.
  b. Experimental.
  c. Practical.
Field Crops.
  a. General.
  b. Special.
  c. Experimental.
Crop Judging.

Agricultural Engineering.
- a. Farm Machinery.
- b. Farm Motors.
- c. Buildings, Fences and Roads.
- d. Drainage and Irrigation.

Plant Propagation.
Citrus Fruits and Citrus Culture.
Trucking.
- a. Crops.
- b. Marketing.
- c. Protection.

Types and Breeds of Live Stock.
Poultry Raising.
Stock Judging.
Animal Breeding.
Dairying.
- a. Home Dairy.
- b. Feeding, Care and Management of the Dairy Herd.

Injurious Insects.
Plant Diseases.
Farm Bacteriology.
Farm Chemistry.
Library Research.

The necessary expenses for the Farmers' Short Course are about as follows:

Board, room, heat and light for three months at $15 per school month	$45.00
Text-books, stationery, laundry and incidentals, about	15.00
Total, about	$60.00

NOTE:—The rooms are supplied with necessary furniture, but each student is required to bring sufficient bedding with him for his own use.

COLLEGE OF ENGINEERING

FACULTY

ALBERT A. MURPHREE, A. M., LL. D.,
President of the University.

J. R. BENTON, A. B., Ph. D. (Göttingen),
Dean of the College of Engineering.
Professor of Physics and Electrical Engineering.

N. H. COX, B. S.,
Professor of Civil Engineering.

CHARLES H. KICKLIGHTER, B. S.,
Professor of Mechanical Engineering.

MAJOR E. S. WALKER, U. S. A., Retired,
Professor of Military Science, and Assistant Professor of Civil Engineering.

JAMES M. FARR, A. M., Ph. D. (Johns Hopkins),
Professor of English.

EDWARD R. FLINT, B. S., Ph. D. (Göttingen); M. D. (Harvard),
Professor of Chemistry.

C. L. CROW, M. A., Ph. D. (Göttingen),
Professor of Modern Languages.

H. G. KEPPEL, A. B., Ph. D. (Clark),
Professor of Mathematics and Astronomy.

GENERAL STATEMENTS

Aim and Scope.—It is the aim of the College of Engineering to furnish such training as will be useful to its graduates in the profession of engineering. The courses of instruction are similar to those offered in other American engineering schools of college grade; and the graduates are prepared to fill successfully such positions as are usually allotted to young engineers.

Scholastic training alone can not make a competent engineer, any more than it can make a competent physician or lawyer. It can, however, fit a man to enter the profession of engineering; and it is an important element in ultimate success in that profession.

The work of the College of Engineering is divided among courses of study of the following types: (1), courses in the sciences fundamental to the practice of engineering, of which mathematics and physics are the most important; (2), courses in various branches of engineering practice in which those sciences are applied, such as structural engineering, steam engineering, or electrical engineering; (3), courses in practical work, such as drafting or surveying; and (4), courses contributing primarily to general culture, such as those in English and in German.

Admission.—To gain admission to the freshman class of the College of Engineering, a candidate must be prepared to offer 12 entrance units, of which 3 must be in English, 3 in Mathematics, 2 in History and the remaining 4 must be chosen from among the list of subjects given on page 39. These requirements are equivalent to the completion of the eleventh grade of the Senior High Schools, and are fully explained on pages 38 to 45.

Expenses.—See page 33.

Buildings and Equipment.—As the work of the College of Engineering in part coincides with that of the other colleges in the University, the same class-rooms and laboratories are utilized as far as is possible. For the shop work and dynamo laboratory work, special buildings and equipment are provided. They are more fully described on pages 26 and 27. For work in surveying, adequate equipment of instruments is available.

Pending construction of the proposed engineering building, the quarters of the Departments of Civil Engineering and Mechanical Engineering, and the drafting rooms, are located in Thomas Hall.

Temporary arrangements for the hydraulic laboratory work are provided in Science Hall. A testing laboratory is temporarily located in one of the rooms of the Department of Civil Engineering. Arrangements for the laboratory work in mechanical engineering are provided in the shop building.

Curricula and Degrees. — Three curricula, each requiring four years are offered: one in Civil Engineering, one in Electrical Engineering, and one in Mechanical Engineering. They lead to the degrees of Bachelor of Science in Civil Engineering (B. S. C. E.), Bachelor of Science in Electrical Engineering (B. S. E. E.), and Bachelor of Science in Mechanical Engineering (B. S. M. E.), respectively.

The freshman and sophomore years are the same for all engineering students; the junior year is the same for electrical and mechanical engineering students. The work in Chemistry, English, German, Mathematics and Physics is the same for all engineering students throughout the curriculum, and in part coincides with that required of students in the College of Arts and Sciences. All engineering students take some work in Drafting, Shop Practice, and Surveying; but the time devoted to these subjects varies in the different curricula.

CURRICULUM

Leading to the Degree of Bachelor of Science in Civil Engineering.

Freshman Year.

Names of Courses.	Nature of Work.	Hours Per Week.*
Drawing I	Free-hand sketching, mechanical drawing, descriptive geometry, (see page 117)	5
English I	Composition and rhetoric, (see page 67)	3
German I	Elementary German, (see page 77)	5
Mathematics I	Solid geometry, plane and spherical trigonometry, (see page 74)	5
Military Science I	Infantry drill regulations; small arms firing regulations, (see page 76)	1
Shop I	Wood shop and pattern making, (6 actual hours; see page 118)	3
		22

Sophomore Year.

Chemistry I	Inorganic chemistry, (see page 61)	3
Drawing II	Mechanical drawing to scale (3 actual hours; see page 117)	1½
English II	History of language and literature, (see page 67)	3
Mathematics II*a*	Higher algebra, analytic geometry, (see page 74)	3
Mathematics II*b*	Calculus, (see page 75)	3
Military Science II	Field service regulations; manual of guard duty, (see page 76)	½
Physics I	Mechanics, heat, accoustics, optics, (see page 79)	3
Physics II	Laboratory work to accompany Physics I., (4 actual hours; see page 80)	2
Shop II	Forge and foundry, (3 actual hours; see page 118)	1½
Surveying I	Use of compass, level, and transit; map drawing, (5 actual hours; see page 112)	2½
		23

*In counting hours, each actual hour of laboratory, shop, or field work is counted as one-half hour.

Junior Year.

Names of Courses.	Nature of Work.	Hours Per Week.*
Hydraulics I & II.	(See page 113)	3
Mathematics III*a*.	Calculus, (see page 75)	3
Mathematics III*b*.	(See page 75)	2
Mechanics I.	Mechanism, strength of materials, (see page 116)	4
Physics III.	Electricity and magnetism, (classroom and laboratory work; see page 80)	3
Railroad Engineering (second semester)	(See page 113)	6
Surveying II. (first semester)	Topographic, geodetic and hydrographic surveying, (6 actual hours; see page 112)	
		21

Senior Year.

Engineering Jurisprudence	Contracts and specifications, (see page 114)	1
Mechanics II.	Analytic mechanics, (see page 116)	5
Municipal Engineering (first semester)	Roads and pavements; water supply, disposal of wastes, (see page 113)	6
Thesis (second semester)	(See page 114)	
Structural Engineering	(See page 113)	5
Elective in Engineering	(See page 114)	2
		19

*In counting hours, each actual hour of laboratory, shop, or field work is counted as one-half hour.

CURRICULUM

Leading to the Degree of Bachelor of Science in Electrical Engineering.

Freshman Year.

Names of Courses.	Nature of Work.	Hours Per Week.*
Drawing I	Free-hand sketching, mechanical drawing, descriptive geometry, (see page 117)	5
English I	Composition and rhetoric, (see page 67)	3
German I	Elementary German, (see page 77)	5
Mathematics I	Solid geometry, plane and spherical trigonometry, (see page 74)	5
Military Science I.	Infantry drill regulations, small arms firing regulations, (see page 76)	1
Shop I	Wood shop and pattern making, (6 actual hours; see page 118)	3
		22

Sophomore Year.

Chemistry I	Inorganic chemistry, (see page 61)	3
Drawing II	Mechanical drawing to scale, (3 actual hours; see page 117)	1½
English II	History of language and literature, (see page 67)	3
Mathematics II*a*	Higher algebra, analytic geometry, (see page 74)	3
Mathematics II*b*	Calculus, (see page 75)	3
Military Science II.	Field service regulations; manual of guard duty, (see page 76)	½
Physics I	Mechanics, heat, acoustics, optics, (see page 79)	3
Physics II	Laboratory work to accompany Physics I., (4 actual hours; see page 80)	2
Shop II	Forge and foundry, (3 actual hours; see page 118)	1½
Surveying I	Use of compass, level and transit; map drawing, (see page 112)	2½
		23

*In counting hours, each actual hour of laboratory, shop, or field work is counted as one-half hour.

Junior Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week.*
Drawing III	Mechanical motions and machine drawing, (6 actual hours; see page 117)	3
Electrical Engineering I. (second semester)	Electrical machinery; dynamo laboratory, (see page 114)	3
Hydraulics I. (first semester)	(See page 113)	
Mathematics III*a*	Calculus, (see page 75)	3
Mathematics III*b*	(See page 75)	2
Mechanics I	Mechanism, strength of materials, (see page 116)	4
Physics III	Electricity and magnetism; (classroom and laboratory work; see page 80)	3
Shop III	Machine shop, (6 actual hours; see page 118)	3
		21

Senior Year.

Electrical Engineering II	Electrical machinery, transmission and illumination; dynamo laboratory, (see page 115)	7
Electrical Engineering III	Telegraph and telephone, (see page 115)	2
Engineering Jurisprudence	Contracts and specifications, (see page 114)	1
Mechanical Engineering I	Steam engines, (class-room and laboratory work; see page 116)	4
Mechanics II	Analytic mechanics, (see page 116)	5
		19

*In counting hours, each actual hour of laboratory, shop, or field work is counted as one-half hour.

CURRICULUM

Leading to the Degree of Bachelor of Science in Mechanical Engineering.

Freshman Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week.*
Drawing I	Free-hand sketching, mechanical drawing, descriptive geometry, (see page 117)	5
English I	Composition and rhetoric,(see page 67)	3
German I	Elementary German, (see page 77)	5
Mathematics I	Solid geometry, plane and spherical trigonometry, (see page 74)	5
Military Science I	Infantry drill regulations, small arms firing regulation, (see page 76)	1
Shop I	Wood shop and pattern making, (6 actual hours; see page 118)	3
		22

Sophomore Year.

Chemistry I	Inorganic chemistry (see page 61)	3
Drawing II	Mechanical drawing to scale, (3 actual hours; see page 117)	1½
English II	History of language and literature,(see page 67)	3
Mathematics II*a*	Higher algebra, analytic geometry, (see page 74)	3
Mathematics II*b*	Calculus, (see page 75)	3
Military Science II	Field service regulations; manual of guard duty, (see page 76)	½
Physics I	Mechanics, heat, acoustics, optics, (see page 79)	3
Physics II	Laboratory work to accompany Physics I., (4 actual hours; see page 80)	2
Shop II	Forge and foundry, (3 actual hours; see page 118)	1½
Surveying I	Use of compass, level and transit; map drawing, (5 actual hours; see page 112)	2½
		23

*In counting hours, each actual hour of laboratory, shop, or field work is counted as one-half hour.

Junior Year.

Names of Courses.	NATURE OF WORK.	Hours Per Week.*
Drawing III	Mechanical motions and machine drawing, (6 actual hours; see page 117)	3
Electrical Engineering I. (second semester)	Electrical machinery; dynamo laboratory, (see page 114)	3
Hydraulics I. (first semester)	(See page 113)	
Mathematics III	Calculus; differential equations, (see page 75)	5
Mechanics I	Mechanism; strength of materials, (see page 116)	4
Physics III	Electricity and magnetism, (class-room and laboratory work; see page 80)	3
Shop III	Machine shop, (6 actual hours; see page 118)	3
		21

Senior Year.

Drawing IV	Machine design; structural drafting, (6 actual hours; see page 117)	3
Electrical Engineering IV	Dynamo laboratory, (2 actual hours; see page 115)	1
Engineering Jurisprudence	Contracts and specifications, (see page 114)	1
Mechanical Engineering I	Steam engines, (class-room and laboratory work; see page 116)	4
Mechanical Engineering II	Gas engines, pumps, boilers, (see page 116)	2
Mechanics II	Analytic mechanics, (see page 116)	5
Shop IV	Machine shop, (6 actual hours; see page 118)	3
		19

*In counting hours, each actual hour of laboratory, shop, or field work is counted as one-half hour.

Departments of Instruction

CIVIL ENGINEERING

PROFESSOR COX.
MAJOR WALKER.

Equipment.—The equipment of this Department ranks with that of the leading Southern universities and comprises a general outfit of standard makes of engineering instruments, and a complete camp equipment for field parties; a testing laboratory with cement testing machine and a 50,000-pound Riehlé Brothers standard testing machine with all necessary accessories; well-equipped drafting room; excellent library facilities; also special devices and instruments for independent investigation in engineering lines.

Methods.—Instruction in civil engineering is given by (1) recitations, based on assigned lessons in standard text-books; (2) lectures, designed to supplement text-book instruction; (3) laboratory work, to give the students familiarity with engineering instruments, and with the making of engineering measurements and tests; (4) field work, in which the student, under the guidance of the instructor, carries out work of the same nature as in actual engineering practice; and (5) drafting-room practice, in which the student is instructed in reading and making of such plans, maps, etc., as ordinarily come within the scope of the civil engineer's work.

Subjects Taught.—On pages 100 and 101 of this catalogue will be found a condensed statement of the work required for graduation with degree of Bachelor of Science in Civil Engineering. Such of this work as is taught by the instructors of this department is more fully described below.

Surveying I.—Class-room and field work is given in chain surveying, use of compass and transit, computation of areas, use of level, differential and profile leveling, theory and use of surveying instruments, land surveying, use of plane table, topographic surveying. (*Required of Sophomores in the Civil, Electrical and Mechanical Engineering courses, also of Juniors in Agriculture; both semesters; 5 hours of field work or drafting per week.*)

Surveying II. — Hydrographic surveying; city surveying; measurement of volumes; geodetic surveying; determination of

latitude, longitude, and time; cartography. (*Required of Juniors in the Civil Engineering course; first semester only, 3 recitations and 2 field exercises of 3 hours each per week.*)

Railroad Engineering.—Railway location; computation of earthwork; subgrade and track structures; economics of railroad operation. The field work consists of the reconnoissance, preliminary, and location survey, followed by laying out curves and estimating earthwork, track work, and track structures, which would be necessary to build a railroad to connect two points in the neighborhood of the university. The principles underlying the field work, and the results obtained, are discussed in the class room. (*Required of Juniors in the Civil Engineering course; second semester only; 3 recitations and 2 field or drafting exercises of 3 hours each per week.*)

Hydraulics I.—A short general course on the principles of hydraulics with special reference to their applications in engineering. Stability of dams; strength of pipes and tanks; stability of ships; flow in pipes and in open channels; impulse and resistance of fluids; measurement of pressure, velocity and discharge. (*Required of Juniors in all engineering courses; first semester only; 2 lectures and 1 laboratory exercise of 2 hours per week.*)

Hydraulics II.—A course in continuation of Hydraulics I, with special reference to applications in civil engineering. Improvement of rivers and harbors; canals; problems of flood control; water power development. (*Required of Juniors in the Civil Engineering course; second semester only; 2 lectures and 1 laboratory exercise of 2 hours per week.*)

Municipal Engineering.—Roads and pavements; testing of road material; sewerage and sewerage disposal; water supply engineering, including computation of rainfall and run-off, methods of collection, storage and distribution. (*Required of Seniors in the Civil Engineering course; first semester only; 5 recitations and 1 laboratory exercise of 2 hours per week.*)

Structural Engineering.—Structural details; bridges; roof trusses; plate girders; masonry structures; arches and stereotomy; dams; foundations; study of the methods of production and of the properties of all the more important materials of construction. (*Required of Seniors in the Civil Engineering*

course, both semesters; 3 recitations and 2 drafting or laboratory exercises of 2 hours each per week.)

Engineering Laboratory.—The work in the laboratory consists of the use of computing instruments; determination of centers of gravity; testing materials for strength and elasticity; cement testing; testing of beams, columns, and simple structures. (*Required of Seniors in the Civil Engineering course; both semesters; in connection with the work in municipal, structural and elective engineering.*)

Engineering Jurisprudence. — Contracts and specifications and forms of proposals; laws governing partnerships and corporations; deeds, mortgages, and abstracts of title; common carriers; master and servant; bonds and insurance. (*Required of Seniors in all Engineering Courses; both semesters; 1 hour per week.*)

Elective Engineering. — Opportunity is given for students to specialize to a limited extent along some particular line of engineering work. If no choice is made by them a definite subject will be assigned. (*Required of Seniors; both semesters; 2 hours per week.*)

Thesis.—Each student is required to make a complete design of some engineering work, with specifications and estimate of cost. (*Senior year, second semester; 6 hours per week.*)

Special Week-End Field Trips. — These are arranged during the second semester for Civil Engineering students who wish to obtain more field practice than is given in the regular course. Approximately two full days are spent in the field on alternate weeks. This work in 1909 was chiefly on a stadia survey of the roads of Alachua county. In 1910 land survey work and a hydrographic survey of Alachua Sink are the main features.

ELECTRICAL ENGINEERING

PROFESSOR BENTON.

Instruction in this department is planned so as to lay equal stress on class-room work, of theoretical nature, and on laboratory work, of practical nature. For the latter, a well equipped dynamo laboratory is provided, which is fully described on page 26.

The following courses are given:

Electrical Engineering I.—A short elementary course in

general electrical engineering. Text-book to be used in 1910-11: Norris's Introduction to the Study of Electrical Engineering. (*Required of Juniors in the Electrical Engineering and Mechanical Engineering courses; second semester only; 2 recitations and 1 laboratory exercise of 2 hours per week.*)

Electrical Engineering II.—Dynamo-electric machinery, alternating currents, electrical transmission of power, and electric lighting. Text-books to be used in 1910-11: Franklin and Esty's Elements of Electrical Engineering; Franklin and Esty's Dynamo Laboratory Manual. (*Required of Seniors in the Electrical Engineering course; both semesters; 4 recitations and 3 laboratory exercises of 2 hours each per week.*)

Electrical Engineering III.—Telegraph and telephone engineering. Text-books to be used in 1910-1911: Houston and Kenelly's The Electric Telegraph; Houston and Kenelly's The Electric Telephone. (*Required of Seniors in the Electrical Engineering course; both semesters; 1 recitation and 1 laboratory exercise of 2 hours per week.*)

Electrical Engineering IV.—A brief laboratory course on electrical machinery. (*Required of Seniors in the Mechanical Engineering course; both semesters; 1 laboratory exercise of 2 hours per week.*)

MECHANICAL ENGINEERING

PROFESSOR KICKLIGHTER.

The instruction in this department follows thoroughly practical lines. Besides the text work, there are many experiments and tests on machinery.

In the drafting room and various shops, the best practical methods are always kept in mind. System, accuracy and neatness are insisted upon everywhere. These virtues are necessary requisites for success in engineering. Engineering magazines and catalogues of the best machinery are accessible to the students and they are encouraged to read them.

While acquainting the student with practical methods, the rule-of-thumb method is discouraged—the aim being to produce engineers of independent thought and original power. In every possible way the student is encouraged to think for himself—to make improvements where improvements are possible, and thus to keep abreast with the progress of the times.

The following courses are offered:

Mechanics I:—*A course in Mechanism, or the Kinematics of Machinery.*—This includes an investigation of link work, construction of gears and cams, belt and pulley drive, trains of mechanism, the velocity ratio and directional relation of the moving parts of various machines, etc. The text is supplemented by drawing exercises in the construction of gear teeth, cams, and motion diagrams. (*Required of all engineering students; first semester, Junior year, 4 hours.*)

A course in the Strength of Materials used in the Construction of Machinery and Engineering Structures.—This comprises an investigation of the strength of machines, boilers, and engineering structures; an analysis of the stresses in bridges, roof trusses, and machinery; and a study of the mechanical properties of iron, steel, timber, cement, and other materials. The text is supplemented by laboratory tests on specimens of the various materials, and by drawing problems involving the design of steel girders, reinforced concrete work, etc. (*Required of all engineering students; second semester, Junior year, 4 hours.*)

Mechanics II:—*A course in Analytic and Applied Mechanics.* This comprises a study of the laws of force, friction, equilibrium of fluid pressure, inertia, centrifugal force, kinetic and potential energy, etc. Problems are also assigned, illustrating the practical application of these laws to cranes, derricks, pumps, boilers, engines, dynamos and other machinery. (*Required of all engineering students; both semesters; Senior year, 5 hours.*)

Mechanical Engineering I:—*A course on the Steam Engine* —This includes a study of the steam engine and the laws of thermodynamics; the indicator card; and the losses involved in the conversion of one form of energy into another. (*Required of Mechanical and Electrical Engineering students; both semesters; Senior year; 3 hours of class-work and 2 actual hours of laboratory work per week.*)

Mechanical Engineering II:—*A course on boilers, gas engines and turbines.*—This comprises class-room work and a large number of experiments, such as taking indicator cards from a steam engine and determining its indicated horse power; finding the developed horse power by the Prony brake; determining the quality of steam by the throttling and separating calorimeters,

and calibrating a steam gauge. (*Required of Mechanical Engineering students; both semesters, Senior year; 1 hour class and 2 actual hours of laboratory work per week.*)

Drawing I:—*A course in Elementary Drawing and Descriptive Geometry.*—This course comprises exercises in lettering, free-hand drawing and mechanical drawing. Along with this is taken up the study of a text on Descriptive Geometry with appropriate problems for the drawing board. (*Required of all engineering students; both semesters, Freshman Class, 5 nominal hours as follows: Descriptive Geometry, 2 actual hours; Drawing, 6 actual hours, counting as 3.*)

Drawing II:—*A Course in Machine Drawing.*—The students are required to make true working drawings, showing all the necessary dimensions and the delineation of the parts to a proper scale. They are given a set of detailed drawings from which to make an assembly drawing, or vice versa. A number of tracings and blueprints are also required. (*Required of all engineering students; both semesters, Sophomore Class, 3 actual hours, counting 1½ nominal hours.*)

Drawing III:—*A Course in Machine Drawing and Motion Diagrams.*—This is to some extent a continuation of the work of the previous year. Machine drawings are made from free-hand sketches which the student himself makes from some machine in the shops or elsewhere. Here is required the construction of spur, bevel and worm gears; also cams and a variety of motion diagrams. (*Required of the Mechanical and Electrical Engineering students; both semesters; Junior year, 6 actual hours, counting as 3 nominal hours.*)

Drawing IV.—*A Course in Machine Design.*—This comprises the design of machines or the parts of machines to perform certain functions. From a set of specifications and a manufacturer's catalogue of machines, plans must be drawn up for the installation of such machines. A certain amount of structural drawings, relative to power plant installations, is also taken up. (*Required of Mechanical Engineering students, both semesters, Senior year, 6 actual hours counting as 3 nominal hours.*)

SHOP PRACTICE

An all-important feature in engineering is the shop work. The student must not only know *about* things, but also how to *do*

them. His value to the world lies in the fact that he can take off his coat and do things. Such a man who knows the why and wherefore, and then can *do,* is the man the industrial world needs. The work is not merely manual training, but includes the actual making of tools and machinery of various designs. System, accuracy and neatness are insisted upon. The shops are furnished with electrical power, so that any of the machinery is ready for instant use.

Shop I.—*A Course in Wood Work and Pattern Making.*—First is given an elementary course in laying out work, and in the use of the ordinary hand tools, such as saws, chisels and planes. The student is next taught the use of the turning lathe, by himself turning a series of patterns; then he is taught the care and use of wood-working machinery, such as the rip-saw, cut-off saw, band-saw, and planer. A course in pattern making is also given. (*Required of all engineering students, Freshman year, 6 actual hours counting as 3 nominal hours.*)

Shop II.—*A Course in Forge Shop.*—Practice work is first given so as to develop proficiency in the use of the hammer. The student then makes articles of intrinsic value, such as foundry tools, hammers, cold chisels, lathe tools, turning chisels, drawknives and screw-drivers. He acquires skill in forging, welding, dressing, tempering and annealing. (*Required of all engineering students; Sophomore year, 3 actual hours counting as 1½ nominal hours.*)

Shop III.—*A Course in Machine Shop.*—The student is thoroughly drilled in the practical. Simple tasks in turning, boring, grinding, planing and milling are first given, followed by the more difficult duties. (*Required of Mechanical and Electrical Engineering students; Junior year, 6 actual hours, counting as 3 nominal hours.*)

Shop IV.—*A Course in Machine Shop.*—This is a continuation of the shop work of the previous year. It consists of the more intricate and difficult tasks. All of this work is on actual machinery or parts thereof, and is of intrinsic value. (*Required of Mechanical Engineering students; Senior year, 6 actual hours counting as 3 nominal hours.*)

CHEMISTRY

PROFESSOR FLINT.

Chemistry I.—See page 61.

ENGLISH

PROFESSOR FARR.

English I.—See page 67.
English II.—See page 67.

MATHEMATICS

PROFESSOR KEPPEL.

Mathematics I.—See page 74.
Mathematics IIa.—See page 74.
Mathematics IIb.—See page 75.
Mathematics IIIa.—See page 75.
Mathematics IIIb.—See page 75.

MILITARY SCIENCE AND TACTICS

MAJOR WALKER.

Military Science I.—See page 76.
Military Science II.—See page 76.

MODERN LANGUAGES

PROFESSOR CROW.

German I.—See page 77.

PHYSICS

PROFESSOR BENTON.

Physics I.—See page 79.
Physics II.—See page 80.
Physics III.—See page 80.

COLLEGE OF LAW

FACULTY

ALBERT A. MURPHREE, A. M., LL. D.,
President of the University.

ALBERT J. FARRAH, A. M., LL. B.,
Dean and Professor of Law.

HARRY R. TRUSLER, LL. B.,
Professor of Law.

WILLIAM E. BAKER, LL. B.,
Instructor in Florida Statute Law, and Judge of the Practice Court.

JUDGE HORATIO DAVIS,
Lecturer on Florida Pleading and Practice.

JUDGE THOS. M. SHACKLEFORD,
of the Florida Supreme Court, Special Lecturer, 1909-1910.

GENERAL STATEMENT

In 1891 the American Bar Association declared that in its opinion it was a part of the highest duty and interest of every civilized State to make provision, when necessary, for maintaining schools of law and the thorough legal education of all who are licensed to practice law. Feeling with its full force the soundness of this doctrine and being moved by a desire to discharge this duty on the part of the State, the State Board of Education and the Board of Control provided for the opening of the College of Law in the University of Florida in September, 1909. The advantages to accrue to the State from having a thorough and systematic course of instruction in the common law, with special consideration of the peculiarities and exceptions applicable in Florida, as a part of its school system, are many and evident.

The Law Library.—Law books rae the working tools of the practicing lawyer. To teach the student how to use these tools, how to use the digests, encyclopedias and reports, is as much the work of the law school as it is to teach him the general principles of the law.

The College of Law was fortunate in being able to open its doors with a good working library, and has on its shelves the

following books: The Florida Supreme Court Reports, with digest; The Session Laws of Florida from 1822 to 1909, except from 1828 to 1834; McClellan's Digest and Duval's Compilation of the Laws of Florida; Revised Statutes of 1892 and the General Statutes of 1906; The Northwestern, Southwestern, Northeastern, Southeastern, Atlantic, Pacific and Southern Reporters; The American Decisions, American Reports and American State Reports, with digests; The Lawyers' Reports Annotated, with digests; The United States Supreme Court Reports, with digests; The New York Common Law and Chancery Reports, with digests; The New York Court of Appeals Reports, the Reports of the Supreme Courts of Michigan and Massachusetts and the New Jersey Equity Reports to the Reporters; The Reprint of the English Reports, the Encyclopedia of Law and Procedure and more than two hundred of the leading text-books and books of reference.

REQUIREMENTS FOR ADMISSION

Graduates or matriculates of universities or colleges and applicants who have completed the course of study prescribed for the junior high school in Florida will be admitted to the College of Law without examination as to preliminary requirements and may become candidates for a degree. Other applicants, if candidates for a degree, must pass a satisfactory examination in all subjects included in the junior high school course.

Special Students.—Persons who are unable to comply with the above entrance requirements are allowed to become special students and pursue a selected course of study under the guidance of the Dean of the College of Law, but without the privilege of being enrolled as candidates for a degree. If the entrance conditions are removed not later than the close of the first semester of the senior year, such students may, by special vote of the Law Faculty, become regular students and candidates for a degree.

Advanced Standing.—Attorneys at law who have been admitted to practice in the courts of the State and who comply with the above entrance requirements will be admitted to the senior class without examination.

Ordinarily, no work in law done in other institutions will be accepted towards a degree, unless the applicant passes satisfactorily the examinations held in the subjects in the junior year

of this department. By special vote of the Law Faculty credit may be given towards senior standing without examination for work satisfactorily done at other law schools, but in no case will credit be given in this way for work not done in residence at an approved law school.

COURSE OF INSTRUCTION

The course of instruction in the College of Law extends through two years of thirty-two weeks each, exclusive of vacations. The academic year is divided into two semesters of sixteen weeks each.

The purpose of the College of Law is to educate its students by the study of jurisprudence and to acquaint them with the foundation principles of the common law at the same time. "The ability to think clearly, to reason closely, to appreciate distinctions quickly, to investigate thoroughly, to generalize accurately and to state his conclusions tersely are prime requisites of the safe counsellor." To secure for the student this power of thought and expression should be the constant effort of both student and faculty.

The method of instruction in the College of Law has been planned with these ends in view. This is largely by the use of text-books and selected cases. Each case is carefully studied by the student and in the classroom he is required to analyze it, giving in his own language a clear and concise statement of the essential facts, the issue involved in the case, the law governing it and the reasoning of the court for the conclusion reached. "This practice tends to greater thoroughness in reading, greater care in reasoning and greater accuracy on the part of the student in the art of expression."

In connection with this case work, the student studies a well-written text-book on the subject under consideration which gives him a systematic summary of the same, more detailed information concerning the application of the law in particular instances and an outline of the exceptions to and limitations upon the general principles considered in the cases. Particular stress is placed on the statutory modifications of the common law in Florida. This is especially emphasized in Pleading, Practice and Evidence, as the course of study is designed to thoroughly instruct the student in the peculiarities of substantive law and procedure in

Florida so he will be able to enter upon the practice understandingly.

With these ends in view, the following course of study has been prepared:

First Year

FIRST SEMESTER.

Elementary Law and Elementary Real Property.—Text-books: Robinson's Elementary Law and Book II of Blackstone's Commentaries. Four hours a week.

Contracts.—Six hours a week. Text-books: Clark on Contracts and Huffcutt and Woodruff's Cases on Contracts.

Criminal Law and Procedure.—Three hours a week. Text-books: Clark's Criminal Law, Beale's Criminal Pleading and Practice and the Statutes of Florida.

Domestic Relations.—Two hours a week. Text-books: Tiffany's Domestic Relations, Selected Cases and the Statutes of Florida.

SECOND SEMESTER.

Torts.—Four hours a week. Text-books: Burdick on Torts and Burdick's Cases on Torts.

Agency.—Two hours a week. Text-books: Mechem's Outlines of Agency and Mechem's Cases on Agency.

Sales.—Two hours a week. Text-book: Tiffany on Sales and Selected Cases.

Common Law Pleading.—Three hours a week. Text-books: Shipman's Common Law Pleading and the Statutes of Florida.

Equity Jurisprudence I.—Two hours a week. Text-books: Eaton's Equity and Selected Cases.

Bailments and Carriers.—Two hours a week. Text-books: Goddard's Outlines of Bailments and Carriers and Goddard's Cases on Bailments and Carriers.

Second Year

FIRST SEMESTER.

Equity Pleading.—Two hours a week. Text-books: Shipman's Equity Pleading, the Statutes of Florida and the Rules of Practice in the Circuit Courts in Chancery in Florida.

Evidence.—Three hours a week. Text-books: Reynolds on Evidence, Wilgus' Cases on Evidence and the Statutes of Florida.

Real Property.—Two hours a week. Text-books: Hopkins

on Real Property, Maupin on Marketable Titles to Real Property and the Statutes of Florida.

Broom's Legal Maxims.—A reading course running throughout the year.

Bills, Notes and Cheques.—Two hours a week. Text-books: Bigelow on Bills, Notes and Cheques, the Negotiable Instrument Act of Florida and Selected Cases.

Equity Jurisprudence II.—Two hours a week. Text-books: Eaton's Equity and Selected Cases.

General Statutes and Court Rules of Florida.—Two hours a week.

University Practice Court.—One hour a week.

Florida Constitutional Law.—Two hours a week. Text-books: The Constitution of Florida and Selected Cases.

Pleading and Practice in the Courts of Florida.—Lectures.

SECOND SEMESTER.

Partnership.—Two hours a week. Text-books: Mechem's Elements of Partnership and Selected Cases.

Private Corporations.—Three hours a week. Text-books: Clark on Corporations and the Statutes of Florida.

Federal Constitutional Law.—Two hours a week. Text-books: Cooley's Principles of Constitutional Law and Selected Cases.

General Statutes and Court Rules of Florida.—Two hours a week.

University Practice Court.—One hour a week.

Wills.—Two hours a week. Text-books: Rood on Wills, Selected Cases and the Statutes of Florida.

Executors and Administrators.—Two hours a week. Text-books: Croswell on Executors and Administrators and the Statutes of Florida.

Legal Ethics.—One hour a week. Text-book: Sharswood's Legal Ethics.

Pleading and Practice in the Courts of Florida.—Lectures.

The text-books announced are subject to change.

EXAMINATIONS

The last week of each semester is devoted to examinations covering the work of the semester. These examinations are in

writing and are rigid and searching, but *are not necessarily final.* To be considered, prima facie, to have satisfactorily completed a subject, the student must attain a grade of 75 per cent. in both classroom work and examination. During the last week of the second year, any candidate for a degree may be required to pass an examination in any or all subjects given in the course and attain a minimum average grade of 75 per cent. in all subjects in order to be recommended for a degree.

THE UNIVERSITY PRACTICE COURTS

Thoroughly organized practice courts are regular features of the course of instruction in the second year. Weekly sessions of the courts are held over which the Judge of the Practice Court presides. The object of the course in the Practice Courts is to give the student practical instruction in pleading and practice at law and in equity and experience in the preparation and trial of cases. The work is arranged as follows:

First.—Cases arising upon prepared statements of facts are assigned to the second year students upon which they are to determine what proceedings to bring and how to bring them, issue, serve and return process, prepare the pleadings and bring the case to an issue on a question of law. Each student must take part in one case at law and one in equity. The case is first heard on the sufficiency of the form and the structure of the pleadings and, when these are approved, the issue of law is argued and decided, the students acting as attorneys on each side drawing the order, judgment or decree they deem themselves entitled to.

Second.—In the second class of cases in the Practice Court, actual controversies are arranged and assigned for trial in the Circuit Court as issues of fact. After determining what action to bring, the students assigned to the case are required to issue the proper process and prepare and file the necessary pleadings, subpoena the witnesses, select the jury, examine and cross-examine the witnesses and argue the case to the jury. Each student is required to participate in the trial of one civil and one criminal case and must take part in carrying one chancery, one civil and one criminal case to the Supreme Court for review.

THE JOHN MARSHALL DEBATING SOCIETY

It is important that those who study law and intend to engage in its practice should give attention to the subject of public speaking. To suppose that excellence in public speaking and debating is a gift of nature only and not the result of patient and persistent effort, is a mistake. Believing in the truth of these statements, the students in the College of Law met early in the year and organized a society that would secure to its members practice in debating and public speaking and experience in arguing legal questions, as well as drill in parliamentary law. The society was fittingly named "The John Marshall Debating Society," in honor of the memory of that distinguished Southern jurist, John Marshall. The membership and work in the society are limited to students in the College of Law, but the Faculty give all assistance and encouragement to the work that is possible.

DEGREE

The degree of Bachelor of Laws (LL. B.) is conferred upon those students who satisfactorily complete the course of study as previously described. Students admitted to advanced standing may, if they do satisfactorily the work as prescribed by the rules of the department, receive the degree after one year's residence, but in no case will the degree be granted unless the candidate is in actual residence during all of the second year.

EXPENSES

Tuition.—A tuition fee of twenty dollars a semester, payable in advance, will be charged all students.

Registration Fee.—An annual registration fee of five dollars will be charged all students.

Books.—The text-books used in the department will, in most cases, be found in the law library, but it will be necessary for students to provide themselves with books for their daily use. The cost of books is about forty-five dollars a year for each year of the course. Nearly all of the books are standard texts and will form a nucleus of the student's future library.

Other Expenses.—The charge for board, room, light, etc., is shown elsewhere. The total minimum cost to the student for a year's work in the College of Law, exclusive of books and laundry, is one hundred and sixty-five dollars.

Military Drill and Discipline.—Law students are excused from military drill and are not under military discipline.

SUB-COLLEGIATE DIVISION

In addition to the regular work of the Colleges, the University maintains a *Sub-Collegiate Division* in which instruction, as detailed below, is offered to students who have not had the twelve units of preparation required for entrance to the Colleges. This work falls under the following heads:

1. The Sub-Freshman Class.
2. The Short Course in Education.
3. The Spring Term for Teachers.
4. The Short Course in Agriculture.
5. The Twelve-Weeks Course for Farmers.
6. The Short Course in Mechanic Arts.

Sub-Freshman Class

The University does not desire to compete with the High Schools and similar institutions of the State in preparatory work. This class is maintained solely to prepare students for entrance to the colleges in case they have had no opportunity for preparation elsewhere. Young men to whom a Senior High School is accessible are advised not to enter the class, but to continue their preparation in the local school.

Aim and Scope.—This class is intended to prepare students for entrance to the Colleges who have not had sufficient preparation to offer the twelve units (see page 38) required. It gives a year's work in English, Mathematics, History, Latin and Physics, and elementary courses in Agriculture and Education for those who intend taking the higher work in these subjects.

Admission.—Students will be admitted into the Sub-Freshman Class who have completed the work of the *tenth grade* of the High Schools or its equivalent. This is about equal to eight "entrance units." Candidates will be required to present certificates from accredited schools or to pass entrance examinations in the subjects offered (as in the case of entrance to the Colleges as described on page 38).

The work of the year is shown in the following table:

Name of Course.	*Nature of Work.*	*Hrs. per Week.*
English A	Elementary Rhetoric; Classics	4
Mathematics A 1	Plane Geometry	4
Mathematics A 2	Algebra from Quadratics	4
History A	English History	3
Latin A	Caesar; Cicero; Grammar; Composition	6
or		
Physics A	General Elementary Physics	
		21

Candidates for entrance to the College of Agriculture will substitute:

Agronomy A	Elementary Agronomy	3
and		
Horticulture A	Plant Propagation	

for History A, and will take Physics A instead of Latin A.

Candidates for entrance to the College of Arts and Sciences desiring the degree of Bachelor of Arts in Education, will add:

Education A	Theory and practice	2

Courses

English A:—*Elementary Rhetoric, Composition, and "entrance" Classics.*—This class pre-supposes a High School course (ninth grade) in Advanced Grammar; a year of Elementary Rhetoric (tenth grade); drill in composition; and the reading and study of at least one-half of the Classics required for entrance. The work will consist of recitations upon a suitable text in Elementary Rhetoric; constant practice in writing, in daily exercises and weekly themes; and class study of at least two Classics with parallel reading of those Classics required for entrance which have not been read in the ninth and tenth grade work. (*Both semesters; Sub-Freshman year; 4 hours.*)

History A:—*English History.*—This course attempts a brief general survey of English History from Celtic times down to the present. It is not mainly a memory course, but aims to trace the political, industrial, and social development of a great nation which has proved a powerful factor in the advancement of world civilization. A text such as Cheyney's Short History of England is followed in the course, while other histories will be consulted. (*Both semesters; Sub-Freshman class; 3 hours.*)

Mathemaiics A1:—*Plane Geometry.*—(*Four Hours per week through the Sub-Freshman year.*) This course is given by Mr. W. B. Hadley.

Mathematics A2:—*Algebra.*—A good knowledge of the elements of Algebra is necessary in order to enter this class. (*Four hours per week through the Sub-Freshman year.*) This course is given by Mr. W. B. Hadley.

Latin A.—Books III and IV of Caesar's Gallic War and six Orations of Cicero will be read in class. The grammar will be

studied throughout the year; and weekly or daily exercises in prose composition will be required. (*Both semesters; Sub-Freshman class; 6 hours.*)

Physics A.—Elements of Physics, with problems and laboratory work. Text-book to be used in 1910-1911: Carhart and Chute's High School Physics. (*Six hours per week through the Sub-Freshman year for students not taking Latin.*)

Agronomy A.—*Elementary Agronomy.*—Introductory principles underlying crop production and farm management. (*First semester; Sub-Freshman year—College of Agriculture; 3 hours.*)

Horticulture A.—*Plant Propagation.*—Propagation by means of grafting, budding, cutting, layering, etc.; seed selection and preservation; making of hot-beds and cold frames; seed testing, and related subjects will constitute the main topics for discussion, but some attention will also be given to elementary plant physiology. (*Second semester, Sub-Freshman year—College of Agriculture; 3 hours.*)

Education A.—The aim of this course is to prepare students for the grade certificates, as is required under Theory and Practice in the county examinations. The text-books used are Teaching a District School. Dinsmore: Class Room Management. Bagley: School and Class Management. Arnold. (*Both semesters; students in Education; 2 hours.*)

Short Course in Education

J. A. THACKSTON, PH. D., DIRECTOR.

The following three-year course is offered to those who desire a brief practical course in Education with especial reference to securing county and State certificates. The first, second and third years are identical with the sub-freshman, freshman and sophomore years of the curriculum in Education, so that the student completing this course may proceed naturally to the full degree of Bachelor of Arts in Education:

First Year:	*Hours per Week.*	*Second Year:*	*Hours per Week.*
English A	4	English I	3
History A	3	Latin I	3
Latin A	6	Mathematics I	5
Mathematics A	8	Botany I	3
Education A	2	Pedagogy I	2
	—	History I	2
	23		—
			18

Third Year:	*Hours per Week.*
English II	3
Agriculture I	3
Chemistry I	3
Zoology I	3
Pedagogy II, a and b	3
Physics I	3
	18

The first year of this course is intended to qualify the student to pass the examinations required for a first-grade county certificate; while the completion of the third year should prepare the student for a State certificate.

Reviews for Teacher

These reviews are especially designed for those young men who expect to teach and who are not prepared to take the examination for the county certificate. The student may enter at any time and without entrance examination take up the subjects he is deficient in.

This review includes under it the former Spring Term Review.

Short Course in Agriculture

See page 99.

Twelve Weeks Course for Farmers

See page 100.

Short Course in Mechanic Arts

CHAS. H. KICKLIGHTER, B. S., DIRECTOR.

The Short Course in Mechanic Arts, hitherto offered in connection with the Department of Mechanical Engineering of the University, will be continued in the year 1910-1911. This course is designed for students who desire to attain proficiency in drafting and shop practice, without pursuing a regular course in engineering. It does not lead to any degree. The studies shown in the following table are required:

Names of Courses.	*First Year.*	*Hours per Week.*
Drawing I		5
English I		3
Mathematics I		5
Military Science I		1
Shop Practice		8
		22

Second Year.

Chemistry I	3
Drawing	4
Mathematics II*a*	3
Military Science II	1
Physics I and II	5
Shop Practice	6
	22

DIVISION OF UNIVERSITY EXTENSION

P. H. ROLFS, M. S.,
Director of University Extension, and Superintendent of Farmers' Institutes.
R. N. WILSON, M. S.,
Assistant in Extension Work.

The extension division is carried on for the purpose of extending the benefits of the University to every community in the State: to the farmers, that they may have the direct benefit of the latest discoveries; to the dwellers in cities that they may enjoy the advantages of the most advanced educational work; to the children of the State to arouse their enthusiasm for home and State, and to prepare them for the larger citizenship, the burdens of which they must soon assume. This work is organized into three sections:

(1) Farmers' Institutes.
(2) The Lecture and Literary Bureaus.
(3) The Correspondence Courses in Agriculture.

Farmers' Institutes

C. K. MC QUARRIE,
Assistant Superintendent of Farmers' Institutes.

Nearly every State in the Union, and all the Territories under the United States Government, are now conducting Farmers' Institutes in a regularly organized system. The object of the Farmers' Institute is to bring directly to the cultivator of the soil the most recent and improved methods of crop production and animal husbandry. The Farmers' Institute, as it has developed in the most advanced States, is actually a movable school of agriculture for teaching just those things that the tiller of the soil needs to know. In the older States, where the institutes have been established for a number of decades, teaching work is done as carefully as in any of the better colleges or universities. The amount of work that can be done in any of these Farmers' Institutes will vary with the funds which the State places at the disposal of the superintendent of Farmers' Institutes.

The work of the Farmers' Institutes is accomplished by means of lectures, field illustrations, and field demonstrations. The most successful lecturers are those that have been engaged in the work for a considerable time, and who have first had a thorough experience either as scientific teachers or as practical agriculturists.

Results.—The results from systematic work in Farmers' Institutes are felt almost immediately in the very general improvement of agricultural conditions. In Florida the activities of the Farmers' Institutes have been coincident with the greatest improvement in crop production that the State has ever seen. Taking corn as an illustration, the crop for 1907 was the largest that had been produced up to that time, amounting to 4,351,000 bushels. During that year 42 sessions of Institutes were held, with a total attendance of 4,491, with an average corn production of 9.6 bushels per acre. In 1908, 6,584,000 bushels of corn were produced, at the rate of 10.5 bushels per acre. During this year 54 sessions were held, with a total attendance of 5,576. During 1909 the total corn crop amounted to 8,379,000 bushels, with an average production of 12.6 bushels per acre. During that year nearly 100 Institutes were held, with a total attendance of about 10,000 people. The effect of the work done in 1909 will be manifested by an improvement in the farming conditions for the year 1910. The majority of the Institutes were held in the corn-producing section of the State. As these lectures were designed for the betterment of the soil and for the improvement especially of the corn crop, the Institutes must have had more or less beneficial effect upon the production of that year. From the foregoing figures it will be seen that as a result of better farming the average production per acre of corn was increased from 9.6 bushels to 12.6 bushels, or an increase of 31 per cent. in corn production from the year 1907 to the year 1909. This increase in crop production was due for the most part or entirely to better farming methods. Other farm crops have been improved in a similar way, but the corn crop, being the largest of the farm crops, serves best for illustrative purposes.

Work Done.—In addition to the improvement in the production of crops, the Farmers' Institutes promote improvement in the conditions of rural life. By the development of a rural spirit, a greater interest is taken in the farm home, in the rural school, and in the rural church, where the Farmers' Institutes are frequently held. The Institutes bring about a healthy rivalry in the production of various crops, by bringing the farmers together to discuss methods of farm production and compare various farm products.

The Farmers' Institute workers have taken an active interest in the county fairs and State fairs, aiding by advice and by acting as judges, thus promoting an enthusiasm for producing better crops and better livestock.

During the biennium ending June 30, 1909, ninety-six sessions of Farmers' Institutes were held, with a total attendance of 10,067, or an average of 104 per session. (These figures were made up by actual count and not by estimate.) The total addresses delivered were 256. From July 1 to December 31, 1909, fifty-four sessions of Institutes were held, with a total attendance of 3,396. One hundred and fifty-six addresses were delivered at these Institutes.

List of Lecturers for Farmers' Institutes

1909-1910

P. H. Rolfs, Director Florida Agricultural Experiment Station and Superintendent of Farmers' Institutes.
C. K. McQuarrie, Assistant Superintendent of Farmers' Institutes.
G. A. Danley, Farmer, Chipley.
C. V. Gilbert, Farmer, President Farmers' Union, Duncan.
C. E. Robertson, Former Secretary Farmers' Union, Duncan.
Dr. E. W. Berger, Entomologist Florida Agricultural Experiment Station.
E. L. Brady, Citrus Grower, Miami.
Hon. A. S. Meharg, State Agent Farmers' Demonstration Work, U. S. Department of Agriculture, Live Oak.
F. F. Bingham, Secretary Southern States Lumber Co., Pensacola.
G. A. Waterman, Secretary Chamber of Commerce, Pensacola.
R. W. Storrs, Editor and General Manager, Interstate Fair Association, DeFuniak Springs.
C. H. Simpson, Farmer, President Santa Rosa County Demonstration Farm Association, Milton.
Capt. R. E. Rose, State Chemist, Tallahassee.
T. E. Pritchett, Farmer, Arcadia.
Hon. J. F. Richbourg, Farmer, Laurel Hill.
J. W. Henderson, Farmer, Superintendent Local Institute, Glendale.
Hon. W. G. Watford, Farmer, President Farmers' Union, Newhope.
Dr. E. H. Sellards, State Geologist, Tallahassee.
Hon. F. E. Broom, Attorney, Quincy.
J. L. Fonda, President Board of Trade, Madison.
H. S. Fawcett, Plant Pathologist, Florida Agricultural Experiment Station, Gainesville.
F. L. Tenny, Citrus Grower, Clearwater.
T. J. Julian, Citrus Grower, President Pinellas Orange Growers' Association, St. Petersburg.
E. B. Cassler, Secretary Leon County Farmers' Institute, Tallahassee.
O. W. Conner, Citrus Grower, Tangerine.
W. W. Yothers, Entomologist, U. S. Bureau of Entomology, Orlando.
C. E. Pleas, Farmer, Chipley.
R. A. Simms, Farmer, Bonifay.
S. H. Gaitskill, Citrus Grower and Shorthorn Breeder, McIntosh.
Rev. A. W. Bryan, Clergyman, Chipley.
W. T. Owens, Farmer, Chipley.

Hon. J. W. McHaffy, Farmer, Gretna.
J. J. Vernon, Professor of Agriculture, University of Florida, Gainesville.
L. W. Buchholz, Superintendent of Hillsboro County, Tampa.
Dr. J. L. Kelley, Superintendent of Alachua County, Gainesville.
George T. Mackness, Expert Tobacco Grower, Bureau of Plant Industry, Washington, D. C.
Hon. J. L. Shepard, Farmer, Greensboro.
Hon. Thos. J. West, Attorney, Milton.
Hon. J. F. Miller, Farmer, Milligan.
R. F. Burdine, Secretary Board of Trade, Apalachicola.
L. Heimburger, Assistant State Chemist, Tallahassee.
Hon. Max Wilson, Editor, Blountstown.
Col. J. I. Webster, Mayor, Blountstown.
Prof. T. J. Macbeth, Principal of High Schools, Green Cove Springs.
Dr. B. W. McLain, Peach Grower, Dade City.
Prof. P. W. Corr, Principal of High School, Dade City.
Milo B. Williams, Engineer, Office of Experiment Stations, Washington, D. C.
M. C. Hudson, Farmer, Dade City.
Prof. F. G. Schell, Editor, Lake Butler.
V. C. Brewer, Expert Tobacco Grower, Bureau of Plant Industry, Tallahassee.
Congressman W. B. Lamar, Monticello.
W. L. Floyd, Professor of Botany and Horticulture, University of Florida, Gainesville.
B. F. Floyd, Plant Physiologist, Agricultural Experiment Station, Gainesville.
John Belling, Assistant Botanist, Agricultural Experiment Station, Gainesville.
Hon. H. H. Buckman, Attorney, Jacksonville.
J. M. Scott, Animal Industrialist, Agricultural Experiment Station, Gainesville.
Col. R. E. Davis, Attorney, Mayor, Gainesville.
Andrew Sledd, formerly President of the University, Gainesville.
Col. W. A. Harris, Lecturer Shorthorn Breeders' Association, Chicago, Illinois.
W. R. Goodwin, Editor *The Breeders' Gazette,* Chicago, Illinois.
Dr. E. R. Guerrant, Veterinary Surgeon, Louisville, Ky.
C. R. Thomas, Secretary Hereford Breeders' Association, Kansas City, Missouri.
Dr. C. A. Cary, Professor of Veterinary Science and Superintendent of Farmers' Institutes, Auburn, Alabama.
E. B. Embry, Grower of Shade Tobacco, Dade City.

Lecture and Literary Bureaus

Teachers and others interested are again reminded that since September, 1906, the University has maintained extension work under which *courses of free lectures will be delivered, if desired, to any High School in the State, and reading circles will be organized and conducted without charge in any school or community requesting them.* This system tenders the services of the University to all the people of the State, and it is earnestly desired that many schools and communities will take advantage of it.

The *Lecture Bureau* will, on request, arrange to have the President and various members of the faculty of the University visit the various public schools of the State and give them either general or special lectures on general educational themes and on the more technical subjects connected with the work in which the several professors are actively engaged. Take, for example, the subject of Education, or of English. The Professor of Education or the Professor of English will visit one of our public schools once or more during the year, as the case may demand or circumstances may justify, and will give lectures on certain phases of their respective subjects to the teachers and students and to the general public. By this means it is believed that local school life would be quickened; the interest in that school would be stirred, and hence in all schools; and the University would again come into intimate and immediate touch with the life of the school and of the people, and would thus more fully serve the people as a public institution.

The *Literary Bureau* will arrange and direct courses of reading for the teachers of the State especially, and for others who may want to take advantage of its services. It will outline courses of reading on special subjects, such as History, Economics, English, etc.; will indicate the best books to be read; will direct the reading, and help the reader in any problem or difficulty. This Bureau will also, so far as possible and consistent with the best interests involved, send out from the University Libraries, to school reading circles only, such books and magazines as can be obtained on the subject in hand.

County Superintendents, Principals of Schools, and others interested in this work, are requested to communicate with Professor Rolfs, Director of Extension Work, or with the President of the University, stating in what feature of the work they are most interested. They will then receive more detailed and explicit information concerning that particular phase of the work.

There will be no charge for the services of this Committee, except the necessary expenses for postage and transportation.

During the session 1910-1911 the following lectures will be offered:

PRESIDENT MURPHREE:

1. The State and Free Schools.
2. Education and Citizenship.
3. Agriculture and the Public Schools.
4. Psychology Applied to Teaching.
5. Does College Education Pay?
6. The Function of the State University.
7. History of Higher Education in Florida.
8. The University of Florida.

DR. FARR:

1. Chaucer and His Times.
2. The Early English Drama.
3. Browning and Tennyson.
4. The Novel in English.
5. The South in American Liteurature.

DR. THACKSTON:

1. The Reflex Influence of Teaching.
2. The New Education.
3. Manual Training.
4. Does Education Pay?
5. What a Graduate Ought to Know.

DR. FLINT:

1. A Summer in the Canal Zone (Illustrated).
2. Physiology and Chemistry of Digestion.

DR. KEPPEL:

A Trip Through Holland (Illustrated).

DR. BENTON:

1. Wireless Telegraphy.
2. Invisible Rays.

DR. CROW:

1. Higher Education in Germany and in the United States.
2. German Student Life.

DR. BANKS:

1. Some Phases of Socialism.
2. Monopoly Evils and Our Public Efforts to Correct Them.
3. The Standard of Living.
4. Progress and Poverty.
5. The Study of the Social Sciences as a Preparation for Citizenship.

MAJOR FLOYD:

1. Plant Propagation and Selection.
2. Plant Diseases.
3. Micro-organisms of the Garden and Farm.
4. Flower Pollination (Illustrated).

DR. DAVIS:

1. Insects and Disease.
2. Good and Bad Bacteria in Milk.

PROF. VERNON:

Agricultural Instruction in the Schools of Florida.

(a) The Grammar School.
(b) The High School.
(c) The College.

Correspondence Courses in Agriculture

While this department is placed under this division for the sake of uniformity, the Correspondence Courses are for the present given under the direction of Dean J. J. Vernon, to whom all inquiries regarding Correspondence Courses should be addressed.

The University of Florida offers correspondence courses in agriculture for all (white) citizens of the State. These courses are designed to meet the needs of the following classes:

1. Teachers and prospective teachers.
2. Farmers and prospective farmers.
3. Farmers' wives, sons and daughters.
4. Others who may be interested.

The position of the farming classes in our social and economic system will materially change when they are equally well educated for their life work with those of any other calling. The last Legislature authorized instruction in agriculture in the public schools of Florida, and therefore, all who choose farming in the future will have had the opportunity for gaining some training specifically designed to fit them for life upon the farm. Few who are now engaged in any of the various agricultural pursuits have had such opportunities. Recognizing this fact, the authorities are striving in every way with the means at their disposal to carry the benefits of the University to every citizen in the Commonwealth. By means of these correspondence courses it is hoped to reach a large and deserving body of citizens who, for various reasons, have heretofore been unable to gain both scientific knowledge and practical training. They have been compelled by force of circumstances to be content with practical information only.

Correspondence courses are not so effective as resident study, but they are far better than no educational advantages along these special lines. They lack the personal factor of the instructor, and lack most of the benefits of laboratory work and illustrative equipment. On the other hand, with ambitious and industrious persons, such courses develop in no small degree independence of thought and effective individuality of action. In this latter respect they are often superior to resident study.

Correspondence courses were first offered by the University in 1906. The correspondence course in agriculture for teachers was first given by the Extension Department during 1908-9.

Correspondence courses in agriculture for farmers were first offered during the year 1909-10. Twelve courses were offered. It is the aim that these courses eventually will cover all phases of rural activity. White persons only will be accepted. Colored farmers are referred to the State Normal and Industrial School at Tallahassee.

Correspondence Course in Agriculture for Teachers

The correspondence course in Agriculture for teachers will begin October 1, 1910, and will close June 1, 1911. The instruction will be free and all teachers, prospective teachers and others connected with or interested in the educational work of the State are eligible. Teachers may register at any time during the year and will be allowed to pursue the work rapidly or slowly as their other duties will permit. The course aims to prepare for examinations in elementary agriculture for teacher's certificates and to fit teachers for giving instruction in nature study and agriculture in the public schools of the State. The course will consist of textbook study and experimental exercises. In order to approximate to class room results rather elaborate lists of questions, each question embodying in most cases only one idea, will be issued on every lesson. The answers to these questions will be corrected when received, errors fully explained by the instructor and the manuscripts returned.

The course is based upon the textbook adopted by the State Superintendent of Public Instruction.

The expense to each teacher will be about as follows: Textbook, 75 cents; equipment for experimental exercises, about 50 cents; and postage on all manuscripts sent to and from the University, from 84 cents up, or a total expense of between $2.00 and $3.00. The instruction and other necessary literature will be furnished by the University free.

Correspondence Courses in Agriculture for Farmers

The following courses are offered, beginning October 1, 1910, and ending June 1, 1911:

1. General Course in Elementary Agriculture.
2. Soils.
3. Tillage.
4. Drainage and Irrigation.
5. Manures and Fertilizers.
6. Field Crops (General).
7. Field Crops (Southern).

8. Types and Breeds of Live Stock.
9. Dairy Husbandry.
10. Poultry Husbandry.
11. Animal Breeding.
12. Feeds and Feeding.
13. Citrus Fruits and Citrus Culture.
14. Trucking.

Any course in the list may be selected. It is usually best to pursue only one course at a time. Upon the completion of one course another may be started. Furthermore, a logical order should be followed. A regular course may be arranged covering two or more years, thus affording opportunity to acquire during leisure moments a good knowledge of agricultural science—something new to think about while performing the usual work upon the farm as the weeks go by.

The general course in elementary agriculture is intended for teachers, but anyone may take this course. In fact, many will find it desirable to begin their study of agriculture with this general elementary course.

There is no age limit and no examinations are required. Registration may be made at any time during the term—from October 1 to June 1, and the work may be pursued rapidly or slowly as the time, ability or inclination of the individual may dictate.

The instruction in all courses will be free. All persons registering for a course will be required to provide themselves with a textbook, and pay the postage on all manuscripts to and from the University. The total expense to each person will range from $1.50 to $3.00, depending upon the cost of the textbook and length of the course selected.

Those who wish further information, or who desire to register for one of the courses, should communicate with J. J. Vernon, Dean of the College of Agriculture, University of Florida, Gainesville, Florida. Upon request an application blank will be forwarded to any address.

The names and addresses of those who enrolled for all correspondence courses in agriculture from March 1, 1909, to April 1, 1910, are given on pages 156 to 166.

Following the list of names a map of Florida will be found, showing the number and the distribution of the correspondence students.

AGRICULTURAL EXPERIMENT STATION

OFFICERS

A. A. MURPHREE, LL. D.,
President of the University.

P. H. ROLFS, M. S.,
Director.

J. M. SCOTT, B. S.,
Animal Industrialist and Assistant Director.

A. W. BLAIR, A. M.,
Chemist.

E. W. BERGER, Ph. D.,
Entomologist.

H. S. FAWCETT, M. S.,
Plant Pathologist.

B. F. FLOYD, A. M.,
Plant Physiologist.

*R. Y. WINTERS, M. S.,
Assistant Botanist.

JOHN BELLING, B. Sc.,
Assistant Botanist and Editor.

S. E. COLLISON, M. S.,
Assistant Chemist.

JOHN SCHNABEL,
Assistant Horticulturist.

MRS. E. W. BERGER,
Librarian.

BERTHA EVES,
Secretary.

K. H. GRAHAM,
Auditor and Bookkeeper.

M. CREWS,
Farm Foreman.

O. F. BURGER, A. B.,
Laboratory Assistant to Plant Pathologist.

B. B. EZELL, B. S.,
Laboratory Assistant to Plant Physiologist.

A. B. MASSEY, B. S.,
Laboratory Assistant to Entomologist.

*Granted a year's leave of absence to pursue graduate studies at Cornell University.

Object.—The Agricultural Experiment Station is an institution founded by Congressional Act. The object of the Experiment Station is to acquire and diffuse useful agricultural knowledge. From the enacting clause, it is very clear that the intention of Congress was to establish with every agricultural college and university receiving the benefits of the original land-grant Act, an institution for purely investigational work. The Florida Experiment Station was founded in 1888, and has continued without interruption since that time. Since the funds are received from a Federal source, it becomes necessary to comply with the requirements of the Federal law to be able to receive the benefits of this fund. It should therefore be clearly understood that the Experiment Station fund is not intended, directly or indirectly, for teaching purposes, but for the purpose of acquiring new and important knowledge in regard to agricultural crops or agricultural soils. In order to receive the benefits of the Adams fund, it becomes necessary to plan the experiments and submit them to the Department of Agriculture at Washington for approval before any of the moneys are spent in the investigations.

Publications.—The publications of the Experiment Station are restricted to a report of the work done by members of the Experiment Station Staff. The printing of compilations and information of a general nature is not permissible under the funds.

We have three series of publications:

The Experiment Station Bulletins, each of which represents a more or less complete thesis on some particular line of work directly connected with the agriculture or horticulture of the State. In this series, 102 bulletins have been published. These are divided about equally between agriculture and horticulture. These bulletins must be issued as often as once in three months, and as many more as may be thought advisable.

Press Bulletins are issued at short intervals, usually only a week elapsing between the different numbers. As the name indicates, these bulletins are prepared especially for the newspapers of the State. They announce new and important discoveries, and give other information directly connected with the activities of the Experiment Station that is known to be of immediate importance to the agricultural and horticultural people of the State. One hundred and forty-five of these have been issued.

Reports to the Governor and to the Department of Agriculture are required annually. These contain a financial statement of the distribution of the funds of the year before; also a brief résumé of the work done by the Experiment Station as a whole, and by the various departments in detail. In addition to these brief reports, brief technical papers are also published in these annual reports, especially such results as come to hand and are not thought of sufficient importance to be printed as a bulletin. Twenty-two annual reports have been issued.

Lines of Investigation.—The work of the Florida Experiment Station is not sharply divided as to the different departments. The workers in the Experiment Station formulate what are known as projects. In these projects the work is carried out to the ultimate limits of the ability of the worker and the resources of the institution. A piece of investigation, once begun, is continued regardless as to whether its ramifications take it into one department or another. Not infrequently two or more departments are concerned in the solving of one project. Naturally, the lines of investigation fall into several departments; as Horticulture, including plant breeding, plant introduction, propagation, etc.; Animal Industry, including the study of feed crops, the effect of feeding certain crops to cattle and hogs, and the growing of feed and forage crops; Agronomy, including the breeding of cotton, corn, and other farm crops; Plant Pathology, including the study of plant diseases produced by fungi and bacteria; Plant Physiology, including the study of plants as affected by fertilizer and soil conditions; Chemistry, including the study of fertilizers and soils, especially as to the effect on plants; Entomology, including the study of insecticides, insects, and their parasites.

Resources.—The resources of the Experiment Station up to the present have been limited to the funds received from the Federal Government. The Hatch fund became available in 1888, from which $15,000 has been received annually. In 1906 a further appropriation of $5,000 became available from the Adams fund. This fund increased by $2,000 annually, until it has now reached its limit of $15,000, making a total annual income to the Experiment Station of $30,000. This money is not available for the purchase of lands or the erection of buildings. The Experiment Station has been in the present location since January 1,

1907. Since that time the laboratories have had to be established in the new location, the fields for agricultural and horticultural work have had to be put into proper shape for experimentation, and other material has had to be collected.

Laboratory Building. — The Legislature which met during 1907 appropriated $40,000 for the construction of a laboratory building for the Experiment Station. Unfortunately, funds did not accrue in the treasury to enable the building to be constructed during that biennium. This building is now approaching completion, and when it shall be fully equipped, the Experiment Station will for the first time be completely housed in an adequate laboratory building. This will be of immense advantage to the State of Florida, since it will increase the efficiency of the workers from 25 to 50 per cent. It is a three-story, brick structure, containing about 18,000 square feet of floor space. In this building will be housed all the laboratories, offices, and the library belonging to this department of the University.

Advantages.—The advantages of having the Experiment Station located with the University can not be easily over-estimated. The fields and orchards used for experiment work are open to the inspection of students and visitors. An experiment field is very different from a demonstration field, inasmuch as no attempt is made to produce show crops or to do those things that a farmer can readily do for himself, but to discover unknown facts. The laboratories of the Experiment Station are planned and conducted for purely investigational work. This permits the student to observe and study the investigational laboratories, and those who have special inclinations in the direction of the lines of investigation carried on have an opportunity to do some work in connection with the specialists.

The investigators in the Experiment Station at frequent intervals deliver popular and technical lectures either to the student body as a whole or to special clubs and local organizations. This gives to the students an opportunity of listening to lectures of a more advanced nature in particular lines of investigation.

Minor positions, such as those of laboratory assistants in the Experiment Station, are open from time to time, and whenever practicable are given to graduates of the University who manifest ability in the special line of investigation. These laboratory

assistants are paid a small salary for half of their time, and during the other half of their time they are free to take such studies in the University as will be of material advantage to them along the special line they wish to pursue.

Some of the more important projects as outlined for the Experiment Station work are as follows:

1. The comparison of the Florida velvet bean with bran, silage, and other feeds for milk production.
2. The comparison of home-grown roughage with the ordinary commercial roughage for producing milk.
3. The determination of the value of Florida-grown feeds for beef production.
4. The determination of the value of Florida-grown feeds for pork production.
5. The breeding of a thoroughbred long-staple cotton that will meet the requirements of the average market.
6. The breeding of legumes for larger crop production under Florida conditions, especially the Lyon and velvet beans, and cowpeas.
7. Corn breeding, with a view of getting thoroughbred varieties that will produce true to type and produce larger yields.
8. The growing and breeding of citrus hybrids.
9. The citrus orchard, which ultimately should include all of the earlier and more hardy varieties of citrus fruits.
10. A vegetable garden in which tests are made of various vegetables, and breeding work conducted for the production of disease-resistant varieties.
11. Hardy fruit orchard in which occur new and promising but hitherto untested fruits.
12. Plant-testing plots. In this project occur over five hundred numbers of varieties of various kinds of economic plants that have not heretofore been tested in Florida. The seeds are obtained from all parts of the world, selections being made from those regions that are similar in climate to Florida.
13. The growing of forage crops useful for horses, cattle, and swine.
14. The making of a permanent pasture.
15. Soil and fertilizer studies. These include (a) a determination of the effect of certain combinations of fertilizing materials upon the pineapple plant as affecting the chemical composition of the plants and fruits, and physiological effects on the plants; (b) the effect of quantity and kind of chemicals applied to citrus trees; that is, their effect upon the composition of the leaves, wood, and fruit, and the physiological effect on the plants; (c) the effect of these same chemicals upon the soil to which they are applied; the loss of the plant-food, either through leaching, or by escaping as gaseous ammonia, or nitrogen.
16. Citrus diseases. This includes a technical study of diseases that have hitherto caused a great deal of loss in the citrus orchard, but have never been worked up from a technical standpoint, such as scaly bark, gumming, buck-skinning, stem-end rot, etc.
17. Citrus whitefly. This investigation consists in the study of the two principal species of whitefly that are pests in the citrus orchard; a study of the life histories, with a view of finding out the most vulnerable points at which they can be attacked; and a study of the natural enemies, together with a study of the best artificial means of controlling the pests.
18. Nutrition and mal-nutrition studies. This includes a study of plant foods, especially in their relation to citrus, and also a study of disorders that are apparently due to unfavorable soil or fertilizer conditions.

REGISTER

Degrees, Honors and Prizes
1908-1909

DEGREES

Doctor of Divinity.

Andrew Sledd ..... Jacksonville.

Master of Science.

Wilson, R. N.	Chemistry	Lenoir, N. C.
Winters, R. Y.	Agriculture	Clemson College, S. C.

Bachelor of Science.

Ames, Geo. B.	Electrical Engineering	Tallahassee.
Chapin, R. S.	Electrical Engineering	Gainesville.
Gibbs, W. W.	Civil Engineering	St. Petersburg.
Larsen, Charles	Electrical Engineering	White City.
Taylor, A. H.	Electrical Engineering	Coleman.
Wilson, F. T.	Agriculture	Gainesville.

Bachelor of Arts.

Kay, Raymond	Literary	Jacksonville.
Martin, W. B.	Literary	Watertown.

HONORS

First Honor	A. H. Taylor
Second Honor	F. T. Wilson

MEDALS

Senior Oratorical Medal	W. B. Martin
Junior Oratorical Medal	R. D. Rader
Declaimers' Medal	H. S. Glazier
Buckman Medal	W. W. Gibbs
U. D. C. Medal	P. S. May
Marksman's Medals—	
First	W. W. Gibbs
Second	Chas. Larsen
For Best Drilled Cadet	J. H. Vidal, Jr.

GRADUATE STUDENTS

Name.	*Home Address.*	*Course of Study.*
Burger, O. F.	Noblesville, Ind.	Plant Pathology
A. B., Indiana University, 1909.		
Ezell, B. B.	Cherokee, S. C.	Agricultural Chemistry
B. S., Clemson College, 1908.		
Massey, A. B.	Salisbury, Md.	Plant Pathology
B. S., North Carolina A. & M. College, 1909.		
Wilson, F. T.	Gainesville	Agriculture
B. S. in Agr., University of Florida, 1909.		

SENIOR CLASS

Name.	*City.*	*County.*	*State.*	*Course.*
Barco, E. T.	Tampa	Hillsboro	Florida	A. B.
Cappleman, D. E.	Ocala	Marion	Florida	A. B.
Drane, O. W.	Lakeland	Polk	Florida	E. E.
Helm, Roy	Bradentown	Manatee	Florida	A. B.
Holden, S. S.	Brooklyn	Kings.	New York	E. E.
McMillan, J. C.	Milton	Santa Rosa	Florida	B. S.
Rader, R. D.	Miami	Dade	Florida	C. E.
Steffee, J. B.	Kissimmee	Osceola	Florida	B. S.
Thompson, H. L.	Pensacola	Escambia	Florida	C. E.

JUNIOR CLASS

Christian, W. E.	MacIntosh	Marion	Florida	B. S.
Frei, F. J.	Archer	Alachua	Florida	E. E.
Hilton, W. B.	Philadelphia	Philadelphia	Pennsylvania	A. B. in Ped.
Howard, G. L.	Madison	Madison	Florida	B. S.
Hunter, J. P.	Largo	Hillsboro	Florida	C. E.
Langston, B. G.	Chipley	Washington	Florida	A. B.
Mathews, B. F.	Micanopy	Alachua	Florida	B. S.
May, P. S.	Quincy	Gadsden	Florida	A. B.
O'Haver, P. C.	Keuka	Putnam	Florida	A. B. in Ped.
Overman, C. H.	Pensacola	Escambia	Florida	C. E.
Perry, D. S.	Gainesville	Alachua	Florida	C. E.
Price, W. C.	Marianna	Jackson	Florida	A. B.
Sealey, R. M.	Live Oak	Suwanee	Florida	A. B. in Ped.
Shands, J. W.	Gainesville	Alachua	Florida	A. B.
Soar, I. E.	Dade City	Pasco	Florida	B. S. in Agr.
Taylor, W. C.	Gainesville	Alachua	Florida	C. E.
Thomas, D. F.	Gainesville	Alachua	Florida	C. E.
Walker, R. F.	Auburndale	Polk	Florida	B. S.

SOPHOMORE CLASS

Name.	City.	County.	State.	Course.
Baker, A. A.	Sutherland	Hillsboro	Florida	A. B.
Baker, H. L.	Gainesville	Alachua	Florida	E. E.
Bamberg, C. S.	Jasper	Hamilton	Florida	E. E.
Barnes, O. E.	St. Augustine	St. John	Florida	A. B.
Bouis, H. E.	Jacksonville	Duval	Florida	M. E.
Bryant, T. W.	Lakeland	Polk	Florida	B. S.
Davis, A. G.	Chipley	Washington	Florida	B. S.
Felton, T. D.	Old Town	Lafayette	Florida	C. E.
Gammon, L.	Marianna	Jackson	Florida	A. B.
Grace, G. J.	Graceville	Jackson	Florida	B. S.
Huddleston, J. F.	Oviedo	Orange	Florida	A. B.
Parham, W. C.	Gainesville	Alachua	Florida	E. E.
Perkins, L. A.	Tallahassee	Leon	Florida	A. B.
Shackleford, R. W.	Tallahassee	Leon	Florida	A. B.
Shands, W. A.	Gainesville	Alachua	Florida	C. E.
Simpson, C. C.	Gainesville	Alachua	Florida	C. E.
Storter, N. S.	Everglade	Lee	Florida	E. E.
Taylor, E. A.	Gainesville	Alachua	Florida	M. E.
Taylor, J. G.	Gainesville	Alachua	Florida	C. E.

FRESHMEN

Barker, F. B.	N. Augusta	Aiken	So. Carolina.	Engineering.
Cannon, L. K.	Gainesville	Alachua	Florida	Engineering.
Crane, J. H.	Mount Dora	Lake	Florida	Engineering.
Curry, E. G.	Key West	Monroe	Florida	B. S.
Curry, K. G.	Key West	Monroe	Florida	B. S.
Davis, F. G.	Ocklocknee	Leon	Florida	B. S.
Drawdy, S. J.	Tampa	Hillsboro	Florida	Engineering.
Eddins, J. R.	Gainesville	Alachua	Florida	A. B.
Edgerton, D. C.	Chipley	Washington	Florida	A. B.
Fuller, R. B.	Lakeland	Polk	Florida	Engineering.
Harper, A. K.	Gainesville	Alachua	Florida	B. S.
Henry, A. J., Jr.	Lake City	Columbia	Florida	Engineering.
Howze, J. A.	Palmetto	Manatee	Florida	Engineering.
Jarrell, R. L.	Kissimmee	Osceola	Florida	A. B.
Jobes, R. W.	Greenville	Darke	Ohio	Engineering.
Laffitte, L. S.	Lloyd	Jefferson	Florida	A. B.
Macintosh, S.	Oakland	Orange	Florida	Engineering.
Manassee, R.	Gainesville	Alachua	Florida	Engineering.
McMichael, D.	Tampa	Hillsboro	Florida	Engineering.
Meffert, C. C.	Ocala	Marion	Florida	Agriculture.
Moody, J. B.	Tampa	Hillsboro	Florida	Engineering.
Robertson, W. F.	Tallahassee	Leon	Florida	A. B.
Rowlett, C. A.	Palmetto	Manatee	Florida	Engineering.
Rush, H. L.	Greenville	Darke	Ohio	Engineering.
Shands, A. G.	Gainesville	Alachua	Florida	Engineering.
Skipper, R. W.	Lakeland	Polk	Florida	B. S.
Smith, J. A.	Champagne	Madison	Florida	B. S.
Tenney, L. E.	Federal Point	Putnam	Florida	Engineering.
Thomas, L. W.	Plant City	Hillsboro	Florida	B. S.
Thrasher, L. B.	Micanopy	Alachua	Florida	Engineering.
Treadwell, F. E.	Gainesville	Alachua	Florida	Engineering.
Vidal, A.	Gainesville	Alachua	Florida	Engineering.
Wager, E. R.	Titusville	Brevard	Florida	Engineering.
Waggener, J. A.	Warrington	Escambia	Florida	Engineering.
Wilson, G. H.	Gainesville	Alachua	Florida	A. B.

SUB-FRESHMEN

Name.	*City.*	*County.*	*State.*	*Course.*
Crow, H. C.	Sydney	Hillsboro	Florida	Scientific.
Drawdy, E. G.	Tampa	Hillsboro	Florida	Scientific.
Davis, C. E.	Tampa	Hillsboro	Florida	Scientific.
Gibbons, F. H.	Archer	Alachua	Florida	Literary.
Grace, J. T.	Graceville	Jackson	Florida	Pedagogy.
Gregory, E. P.	Quincy	Gadsden	Florida	Scientific.
Gwynn, H. W.	Tallahassee	Leon	Florida	Literary.
Harllee, A. L.	Palmetto	Manatee	Florida	Scientific.
Lamar, G. W.	Quincy	Gadsden	Florida	Literary.
McCormack, B. P.	Gainesville	Alachua	Florida	Scientific.
Miller, A. K.	Inverness	Citrus	Florida	Literary.
Padgett, J. B.	Gainesville	Alachua	Florida	Scientific.
Padgett, R. C.	Gainesville	Alachua	Florida	Scientific.
Palmer, D.	Jacksonville	Duval	Florida	Scientific.
Pile, F. W.	Bristol	Sullivan	Tennessee	Literary.
Pursell, P. B.	Elkton	St. John	Florida	Literary.
Roege, H. H.	Tallahassee	Leon	Florida	Scientific.
Sever, J. M.	Stillwater	Hillsboro	Florida	Scientific.
Simpson, E. A.	Bristol	Sullivan	Tennessee	Scientific.
Swanson, F. M.	Gainesville	Alachua	Florida	Scientific.
Swanson, T. J.	Gainesville	Alachua	Florida	Literary.
Syfret, J. M.	Nassau	Washington	Florida	Pedagogy.
Traxler, E. S.	Alachua	Alachua	Florida	Literary.
Traxler, L. W.	Alachua	Alachua	Florida	Literary.
Turbeville, G. H.	Meredith	Levy	Florida	Scientific.
Ward, J. A.	Live Oak	Suwanee	Florida	Scientific.
White, D. L.	Citra	Marion	Florida	Scientific.
Williams, R. J.	Gainesville	Alachua	Florida	Agriculture.
Zetrouer, A. J.	Rochelle	Alachua	Florida	Agriculture.

SPECIAL STUDENTS IN COLLEGES

Bartleson, C. W.	Jacksonville	Duval	Florida	Scientific.
Brown, C. M.	Bristol	Sullivan	Tennessee	Scientific.
Chazal, Chas.	Ocala	Marion	Florida	Literary.
Chazal, John	Ocala	Marion	Florida	Literary.
Cox, Roy	Bristol	Sullivan	Tennessee	Mathematics.
Dickinson, A.	Gainesville	Alachua	Florida	Agriculture.
Jacobson, J. E.	Jacksonville	Duval	Florida	Scientific.
Malphurs, J. G.	Gainesville	Alachua	Florida	Pedagogy.
Matheson, C.	Gainesville	Alachua	Florida	Greek.
Mizell, W. J.	Kings Ferry	Nassau	Florida	Engineering.
Philpot, J. M.	Judson	Levy	Florida	Pedagogy.
Powers, J. C.	Bristol	Sullivan	Tennessee	Scientific.
Stewart, W. A.	Bagdad	Santa Rosa	Florida	Scientific.
Vidal, J. H.	Gainesville	Alachua	Florida	Engineering.

LAW DEPARTMENT

Senior Class

Name.	*City.*	*County.*	*State.*
Calhoun, E. C.	Perry	Taylor	Florida.
Glazier, H. S.	Oneco	Manatee	Florida.
Hardee, L. P.	Chiefland	Levy	Florida.
Morrow, L.	Pierce	Polk	Florida.
Maguire, C. H.	Ocoee	Orange	Florida.
Pinkerton, A. R.	Veteran City	Hillsboro	Florida.
Small, C. C.	Lake City	Columbia	Florida.

Junior Class

Adams, A. C.	Dresden	Pettis	Missouri.
Burtram, J. H.	Esto	Holmes	Florida.
Carter, S. L.	Gainesville	Alachua	Florida.
Cox, R. L.	Bristol	Sullivan	Tennessee.
Crews, A. S.	Starke	Bradford	Florida.
Crocker, O.	Lake Butler	Bradford	Florida.
Epperson, C.	Williston	Levy	Florida.
Geiger, R. L.	Green Cove Springs	Duval	Florida.
Grimaldi, S. A.	Tampa	Hillsboro	Florida.
Gregory, L. T.	Jacksonville	Duval	Florida.
Green, E. B.	Ocala	Marion	Florida.
Hay, R. B.	Jacksonville	Duval	Florida.
Johnston, R. G.	Kissimmee	Osceola	Florida.
Keene, E. N.	Lake City	Columbia	Florida.
Keene, J. E.	Lake City	Columbia	Florida.
Keene, S. S.	Lake City	Columbia	Florida.
Lanier, W. B.	Jacksonville	Duval	Florida.
Pile, G. E.	Bristol	Sullivan	Tennessee.
Rivers, C. O.	Lake City	Columbia	Florida.
Roland, A. M.	Morriston	Levy	Florida.
Robbins, R. M.	Titusville	Brevard	Florida.
Wade, L. E.	Jacksonville	Duval	Florida.
West, J. H.	Jacksonville	Duval	Florida.
Woodell, T. M.	Gainesville	Alachua	Florida.

PEDAGOGY

Short Term Normal

Bevis, L. R.	Bascom	Bradford	Florida.
Futch, T. G.	Hampton	Bradford	Florida.
Grace, R. L.	Graceville	Jackson	Florida.
Hathaway, J. T.	Trilby	Pasco	Florida.
Joyner, R. L.	Gainesville	Alachua	Florida.
McKinney, Jas.	Graceville	Jackson	Florida.
Miller, L.	Graceville	Jackson	Florida.
Pi..holster, L. A.	Brooker	Bradford	Florida.
Wilder, A. W.	Orange	Liberty	Florida.

SPECIAL STUDENTS IN MECHANIC ARTS, AGRICULTURE AND PEDAGOGY

Name.	*City.*	*County.*	*State.*	*Course.*
Bartley, N. A.	Atmore		Alabama	Agriculture.
Brooks, W. A.	Tampa	Hillsboro	Florida	Agriculture.
Cochran, D. D.	Clearwater	Hillsboro	Florida	Mech. Arts.
Dukes, R. A.	Worthington	Bradford	Florida	Pedagogy.
Ellis, H. G.	Milton	Santa Rosa	Florida	Agriculture.
Finney, W. C.	Bonifay	Holmes	Florida	Pedagogy.
Green, R. A.	New River	Bradford	Florida	Pedagogy.
Hanks, C. C.	Atmore		Alabama	Agriculture.
Mims, C.	Atmore		Alabama	Agriculture.
Ridpath, W. W.	Cottage Hill	Escambia	Florida	Agriculture.
Stolberg, E.	Washington		D. C.	Agriculture.
Stephens, H. A.	Ponce de Leon	Holmes	Florida	Pedagogy.
*Steward, T.	Pine Barren	Escambia	Florida	Agriculture.
Thompson, F. L.	Pensacola	Escambia	Florida	Agriculture.
Vaughn, F. H.	Century	Escambia	Florida	Agriculture.
Webb, O. C.	Cantonment	Escambia	Florida	Agriculture.
Wilson, W. H.	Pensacola	Escambia	Florida	Agriculture.
Witherington, H. P.	Apopka	Orange	Florida	Agriculture.

*Deceased.

SUMMARY OF STUDENTS

By Classes

I. *Academic.*		
Graduate students	4	
Seniors	9	
Juniors	18	
Sophomores	19	
Freshmen	35	
Specials	14—	99
II. *Law.*		
Seniors	7	
Juniors	24—	31
III. *Sub-Collegiate Division.*		
Sub-Freshmen	29	
Special Students in Mechanic Arts, Agriculture and Pedagogy	18	
Short Term Normal (Spring)	9—	56
Total		186

By Residence

Alachua	39
Bradford	7
Brevard	2
Citrus	1
Columbia	6
Dade	1
Duval	10
Escambia	10
Gadsden	3
Hamilton	1
Hillsboro	15

Holmes	3	
Jackson	7	
Jefferson	1	
Lafayette	1	
Lake	1	
Leon	6	
Levy	5	
Liberty	1	
Lee	1	
Madison	2	
Marion	6	
Manatee	5	
Monroe	2	
Nassau	1	
Orange	4	
Osceola	3	
Pasco	2	
Polk	6	
Putnam	2	
St. Johns	2	
Santa Rosa	3	
Suwanee	2	
Taylor	1	
Washington	4—	
Total, for Florida		166
Alabama	3	
District of Columbia	1	
Indiana	1	
Maryland	1	
Missouri	1	
New York	1	
South Carolina	2	
Tennessee	7	
Ohio	2	
Pennsylvania	1—	20
Total Enrollment		186

Alumni Association

At the close of the commencement exercises in 1906 the graduates of that year organized an Alumni Association and elected the following officers:

President—W. A. MUNSELL, Green Cove Springs, Fla.
Vice-President—W. L. FLOYD, Gainesville, Fla.
Secretary and Treasurer—A. C. EVANS, Tallahassee, Fla.

All graduates of the Institution *and those graduates of the former State institutions who have their diplomas confirmed by the University* are eligible to membership in the Association; and the example of the first class in joining in a body should be followed by all succeeding classes. Information concerning the Association may be had by addressing any of the above officers.

1906.

Blanton, R. S.....L. I.
Davis, D. D.....L. I.
Principal Lawtey High School, Lawtey, Fla.
Evans, A. C.....B. A.
Student U. S. Military Academy, West Point, N. Y.
Evans, R. J.....B. A.
Physician, Fivay, Fla.
Ferran, C. H.....M. A.
Pastor of Presbyterian Church, DeLand, Fla.
Floyd, W. L. .....M. S.
Professor of Botany and Horticulture, University of Florida, Gainesville, Fla.
Greene, E. P.....B. S.
Stock Feed Chemist, State Department of Agriculture, Tallahassee, Fla.
Henry, A. M.....B. S.
Food and Drug Chemist. State Department of Agriculture, Tallahassee, Fla.
Jenkins, I. C.....M. A.
Professor of English and Literature and Vice-President Southern College, Sutherland, Fla.
Miller, J. B.....L. I.
Munsell, W. A.....B. S.
Veterinary Student, Cornell University, Ithaca, N. Y.
Rivers, C. O.....B. S.
Law Student, University of Florida, Gainesville, Fla.
Rowlett, W. M., Jr.....B. S.
Physician, Tampa, Fla.
Weller, Frank .....B. S.
Civil Engineer, U. S. Corps of Engineers, Jacksonville, Fla.
Woodberry, H. S.....B. A.
Medical Student, University of Virginia, Charlottesville, Va.

1907.

Gunter, Herman .....B. S.
Assistant State Geologist, Tallahassee, Fla.
Moremen, M. L.....B. S.
Law Student, Columbia University, New York, N. Y.
Nielsen, A. R.....B. S.
Veterinary Surgeon, Lehigh, Iowa.
Tompkins, C. A.....B. S.
Lumber Milling, Jacksonville, Fla.

1908.

Fawcett, H. S.....M. S.
Plant Pathologist, Florida Agricultural Experiment Station, Gainesville, Fla.
Cason, T. Z.....B. S.
Medical Student, University of Georgia, Athens, Ga.
Carter, P. J.....B. S.
Medical Student, Tulane University, New Orleans, La.
Earman, J. B.....B. S.
Fisher, C. M.....B. S.
2nd Lieut., Philippine Constabulary, P. I.
Gammon, J. E.....B. S.
Persons, R. F.....A. B.
Southern Weighing Bureau, Jacksonville, Fla.
Shands, J. S.....B. A.
Secy. and Treas. Gainesville Hardware Co.

1909.

Ames, G. B.....B. S.
Telephone Engineer, Trenton, N. J.
Chapin, R. S.....B. S.
3rd Lieut. Philippine Constabulary.
Gibbs, W. W.....B. S.
Draughtsman, Nichols, Fla.
Kay, Raymond .....B. A.
Law Student, Harvard University.
Larsen, Charles .....B. S.
Electrician, Waycross, Ga.
Martin, W. B.....B. A.
Taylor, A. H.....B. S.
Scientific Assistant, Bureau of Standards, Washington, D. C.
Wilson, F. T.....B. S.
Assistant in Agriculture, University of Florida, Gainesville, Fla.
Wilson, R. N.....M. S.
Professor, Guilford College, N. C.
Winters, R. Y.....M. S.
Graduate Student, Cornell University.

Correspondence Student Roll
1910-1911

The names and addresses of those enrolled for the Correspondence Courses in Agriculture from March 1, 1909, when the catalogue for 1909-10 went to press, to April 1, 1910, when the catalogue for 1910-11 goes to press, are given below, followed by a map of Florida showing the number and distribution of the Correspondence students:

Name.	*Course.*	*P. O. Address.*
Adams, John T.	Elementary Agriculture	Duncan.
Adams, Lil Ellen	Elementary Agriculture	Pensacola.
Addison, R. B.	Elementary Agriculture	Loughman.
Addison, R.	Drainage and Irrigation	Loughman.
Alderman, T. J.	Animal Breeding	Lake Butler.
Alexander, John C.	Poultry Husbandry	Pensacola.
Alexander, W. R.	Soils	Marco.
Allen, Alvin E.	Elementary Agriculture	Lecanto.
Allen, Hugh C.	Citrus Fruits, Citrus Culture	Maitland.
Alleraun, Frank.	Elementary Agriculture	Toronto, Can.
Alligood, Laura F.	Elementary Agriculture	Woodville.
Anderson, J. A.	Soils	Quintette.
Anthony, Alois.	Elementary Agriculture	Berwyn, Ill.
Appin, Walton.	Elementary Agriculture	Sydney.
Appin, Yoncie.	Elementary Agriculture	Sydney.
Armstrong, Charles.	Manures and Fertilizers	Bradentown.
Aurin, Dr. Emil C.	Elementary Agriculture	Cedar Spgs, Mich.
Austin, J. P.	Elementary Agriculture	Cedar Falls, Ia.
Austin, Louise.	Elementary Agriculture	Pensacola.
Auten, A. H.	Soils	Otisville, N. Y.
Baggett, M.	Elementary Agriculture	Oak Grove.
Baker, E. A.	Elementary Agriculture	Dryad, Wash.
Baldwin, Frank M.	Elementary Agriculture	Marion, Ind.
Ballard, L.	Elementary Agriculture	Cornell.
Barbiousc, Joseph.	Field Crops (Southern)	Tarentum, Pa.
Baresford, Chas.	Elementary Agriculture	Fernandina.
Barnum, R.	Elementary Agriculture	Cripple Creek, Col.
Bartholomew, Chas. A.	Elementary Agriculture	New York, N. Y.
Bass, C. D.	Tillage	Milton.
Baxter, Frankie M.	Elementary Agriculture	Bradentown.
Bear, Jas. A.	Elementary Agriculture	Palatka.
Beck, A. L.	Citrus Fruits, Citrus Culture	Orlando.
Bell, J. D.	Citrus Fruits, Citrus Culture	St. Petersburg.
Bellwood, T.	Citrus Fruits, Citrus Culture	Rochester, N. Y.
Benson, C. E.	Field Crops (Southern)	Buffalo, N. Y.
Bernheisel, W. F.	Elementary Agriculture	Morrison, Ill.
Berry, Mrs. G. D.	Poultry Husbandry	Owanita.
Beugnet, Beulah.	Elementary Agriculture	Fernandina.
Beugnet, Mary A.	Poultry Husbandry	Fernandina.
Bevis, Whit	Elementary Agriculture	Bascom.
Bilbrey, Phillip.	Elementary Agriculture	Bushnell.
Bingham, E. A.	Elementary Agriculture	Arcadia.
Blanton, Lloyd	Elementary Agriculture	Clearwater.
Blood, M. R.	Elementary Agriculture	Lake Como.
Borger, Georgia.	Soils	Ocala.

Name.	*Course.*	*P. O. Address.*
Boulware, R. S.	Elementary Agriculture	Island Grove.
Boutwell, Geo. B	Elementary Agriculture	Monte Vista, Col.
Bow, Mrs. L. L.	Elementary Agriculture	Homestead.
Boyd, James	Citrus Fruits, Citrus Culture	Hammond, Ind.
Boyd, James	Soils	Hammond, Ind.
Boyd, James	Tillage	Hammond, Ind.
Boyles, Mack	Elementary Agriculture	Island Grove.
Bragdon, Etta	Elementary Agriculture	Apalachicola.
Brainard, Thos. M.	Elementary Agriculture	Pensacola.
Brauer, F. W.	Elementary Agriculture	Bluff Springs.
Braymer, Clarence	Elementary Agriculture	Bradentown.
Brewer, Nathaniel, Jr.	Tillage	Newport.
Brewer, Nathaniel, Jr.	Soils	Newport.
Brightmore, Arthur	Field Crops (Southern)	Winnepeg, Can.
Brimblecombe, Wm. H.	Elementary Agriculture	London, Can.
Brown, A. A.	Elementary Agriculture	Charleston, S. C.
Brown, Mrs. Chas. R.	Field Crops (Southern)	Bokeelia.
Brown, Chas. R.	Elementary Agriculture	Bokeelia.
Brown, H. G.	Elementary Agriculture	Eastpoint.
Brown, W. B.	Elementary Agriculture	Eastpoint.
Brownett, Harold	Elementary Agriculture	Jacksonville.
Browning, Grace	Elementary Agriculture	Antioch.
Brownlee, J. M.	Elementary Agriculture	Starke.
Bronnum, Dr. P. C.	Poultry Husbandry	Ft. Pierce.
Bruce, Alexander	Elementary Agriculture	Lithia.
Bryan, Eugene C.	Elementary Agriculture	Jacksonville.
Bryan, Mrs. Helen	Elementary Agriculture	Stephensville.
Burton, Dr. O. A.	Elementary Agriculture	Sarasota.
Busa, F. P.	Elementary Agriculture	Pittsburg, Pa.
Bushman, W. J.	Elementary Agriculture	Chicago, Ill.
Bushong, Mrs. J. T.	Elementary Agriculture	Plant City.
Bystra, Henry G.	Drainage and Irrigation	Holder.
Caldwell, Fay	Elementary Agriculture	Ormond.
Camalier, Rosalie	Elementary Agriculture	Key West.
Carlton, Walter S.	Elementary Agriculture	Arcadia.
Carlton, C. W.	Elementary Agriculture	Tampa.
Carlton, W. T.	Elementary Agriculture	Citra.
Carroll, John D.	Dairy Husbandry	Pensacola.
Champlain, A. E.	Elementary Agriculture	Palmetto.
Chase, Mrs. Fred L.	Elementary Agriculture	Mohawk.
Cheape, Dudley Willis.	Elementary Agriculture	Avon Park.
Child, Jennie Avis.	Elementary Agriculture	Woodville.
Christensen, Mrs. Clara.	Elementary Agriculture	White City.
Clabaugh, J. W.	Elementary Agriculture	Youngstown, O.
Clark, Bishop	Elementary Agriculture	Mayo.
Clark, Dr. Edward A.	Elementary Agriculture	New York, N. Y.
Clark, Sydney	Elementary Agriculture	Sioux City, Ia.
Cleaver, A. C.	Elementary Agriculture	Chicago, Ill.
Clements, C. J.	Citrus Fruits, Citrus Culture	Utopia.
Clemons, Maude	Elementary Agriculture	Sparr.
Clifton, W. H.	Elementary Agriculture	Barberville.
Close, Mrs. George	Elementary Agriculture	Ocala.
Cockburn, Rex	Soils	Winter Haven.
Cocks, Rev. J. Fraser.	Citrus Fruits, Citrus Culture	Punta Gorda.
Coffee, A. J.	Elementary Agriculture	Madison.
Collier, Lillie G.	Elementary Agriculture	Ellzey.
Commons, A. B.	Elementary Agriculture	Sanford.
Comstock, Bertha R.	Soils	Fort Wayne, Ind.

Name.	Course.	P. O. Address.
Comstock, Bertha R.	Elementary Agriculture	Fort Wayne, Ind.
Connor, Mrs. A. W.	Elementary Agriculture	St. Petersburg.
Conway, Bertha	Elementary Agriculture	Palatka.
Cooper, Mrs. Annie M.	Elementary Agriculture	Cottondale.
Cooper, Milton E.	Elementary Agriculture	Cottondale.
Cooper, Wm. F.	Elementary Agriculture	Fort Barrancas.
Corr, P. W.	Elementary Agriculture	Dade City.
Couldrey, A. F.	Elementary Agriculture	Elgin, Ill.
Courtney, T.	Elementary Agriculture	Salt Lake City, Utah
Cowart, W. G.	Soils	Nocatee.
Coxe, Ethel	Elementary Agriculture	Mayo.
Crews, A. Carson	Elementary Agriculture	Lake Butler.
Crisler, L. H.	Poultry Husbandry	Orlando.
Criste, Jessie G.	Elementary Agriculture	West Palm Beach.
Crosby, Rawdon B.	Elementary Agriculture	Woodville.
Curry, W. J.	Poultry Husbandry	Astor.
Daffany, George H.	Field Crops (General)	Manville, R. I.
Dansby, Geo. M.	Elementary Agriculture	Pensacola.
Darsey, Chas. H.	Elementary Agriculture	Concord.
Datwyler, J. G.	Elementary Agriculture	Farmington, Minn.
Davies, H. A.	Elementary Agriculture	Satsuma Heights.
Davis, Bruce L.	Poultry Husbandry	Starke.
Davis, Leander A.	Elementary Agriculture	Chattanooga, Tenn.
Daws, Lula	Elementary Agriculture	Palatka.
DeMay, Robert H.	Elementary Agriculture	Tampa.
DeShong, L. Alma	Elementary Agriculture	Dover.
Dickenson, Mrs. Geo. B.	Elementary Agriculture	Orlando.
Dinwiddie, C. O.	Elementary Agriculture	Philadelphia, Pa.
Disbrow, Mrs. Wm.	Poultry Husbandry	St. Petersburg.
Dodd, Amzi	Field Crops (Southern)	Boise, Idaho.
Douds, F. C.	Elementary Agriculture	Oakmont, Pa.
Dorr, C. H.	Elementary Agriculture	Pensacola.
Draper, Albert	Elementary Agriculture	Orlando.
Duncan, John H.	Elementary Agriculture	Clearwater.
Dunscombe, Carroll.	Soils	Stuart.
Dunscombe, Carroll.	Elementary Agriculture	Stuart.
Durham, W. C., Jr.	Elementary Agriculture	Bristol.
Dutton, F. F.	Elementary Agriculture	Llanerch, Pa.
Dykes, Carl E.	Elementary Agriculture	Woodville.
Dykes, Geo. J.	Elementary Agriculture	Altoona.
Earle, John D.	Elementary Agriculture	Bradentown.
Edgerton, Chas. W.	Elementary Agriculture	Detroit, Mich.
Edwards, Alva H.	Elementary Agriculture	Woodville.
Edwards, C. W.	Elementary Agriculture	Day.
Edwards, Samuel C.	Elementary Agriculture	Smith Landing, N.J.
Edwards, Mrs. S.	Dairy Husbandry	Smith Landing, N.J.
Edwards, Mrs. S.	Poultry Husbandry	Smith Landing, N.J.
Eith, J. J.	Elementary Agriculture	Charleston, W. Va.
Ekin, L. M.	Elementary Agriculture	Wheeling, W. Va.
English, J. C.	Elementary Agriculture	Dover.
Esch, Dr. Joseph P.	Elementary Agriculture	Daytona Beach.
Esch, Dr. Joseph P.	Poultry Husbandry	Daytona Beach.
Eschrich, Harry	Elementary Agriculture	Milwaukee, Wis.
Estep, Mary E.	Elementary Agriculture	Graham.
Estep, Rose O.	Elementary Agriculture	Florahome.
Ethridge, C. P.	Elementary Agriculture	Bascom.
Ettel, James B.	Elementary Agriculture	York, Neb.
Evans, F. J.	Elementary Agriculture	Toledo, O.

Name.	Course.	P. O. Address.
Evans, James M	Elementary Agriculture	Federal Point.
Evans, Julia A. H	Poultry Husbandry	Federal Point.
Evans, Mrs. Mary E. M.	Elementary Agriculture	Federal Point.
Evans, Thos. D., Jr.	Elementary Agriculture	Palatka.
Felt, F. P	Poultry Husbandry	Emporia.
Ferrell, Bessie E	Elementary Agriculture	Woodville.
Ferrell, H. B	Elementary Agriculture	Woodville.
Fertig, Mrs. Catherine	Elementary Agriculture	Lake Butler.
Fitzpatrick, R. H	Citrus Fruits, Citrus Culture	Homestead.
Fletcher, Mrs. Harriet	Elementary Agriculture	Woodville.
Fletcher, H. B	Tillage	Woodville.
Fletcher, H. B	Soils	Woodville.
Fletcher, H. B	Elementary Agriculture	Woodville.
Fogg, Gracie	Elementary Agriculture	Apopka.
Fogg, G. W	Elementary Agriculture	Dover.
Foster, Rev. J. Wm	Elementary Agriculture	Marianna.
Frankenberg, Joseph	Elementary Agriculture	Chicago, Ill.
Franklin, Florence	Elementary Agriculture	Alafia.
French, C. J	Soils	Tampa.
Frogley, H. G	Elementary Agriculture	Indian Springs.
Fuller, Walter P	Elementary Agriculture	Bradentown.
Garrison, Robt. T	Citrus Fruits, Citrus Culture	Jensen.
Garrison, Robt. T	Elementary Agriculture	Jensen.
Gay, Benj. I	Elementary Agriculture	Palatka.
Getch, Lucy Belle	Elementary Agriculture	Altoona.
Gibbs, Bessie	Elementary Agriculture	Woodville.
Gilmore, L. S	Elementary Agriculture	Bluff Springs.
Ginzaler, Pedro	Elementary Agriculture	Brooksville.
Glenn, C. F	Elementary Agriculture	Wewahitchka.
Goldbach, Victor	Poultry Husbandry	Warrington.
Goss, Jessie H	Citrus Fruits, Citrus Culture	Chicago, Ill.
Graham, Maude E	Elementary Agriculture	Bronson.
Gray, Chas. H	Elementary Agriculture	Quincy.
Gray, J. H	Elementary Agriculture	St. Louis, Mo.
Green, E. I	Elementary Agriculture	Chiwaukum, Wash.
Griffing, Mrs. Edith	Citrus Fruits, Citrus Culture	Macclenny.
Griffith, Richard	Elementary Agriculture	Ariel.
Gruener, Martha	Elementary Agriculture	Bluff Springs.
Hagadorn, DeLisle	Citrus Fruits, Citrus Culture	Ozona.
Haigh, Chas.	Citrus Fruits, Citrus Culture	Fernandina.
Hall, August	Elementary Agriculture	St. Augustine.
Hall, Geo. W	Elementary Agriculture	Berrydale.
Hall, N. W	Elementary Agriculture	Macclenny.
Hall, Mrs. S	Poultry Husbandry	Jacksonville.
Hamlin, George	Elementary Agriculture	Woodville.
Harding, F. C	Citrus Fruits, Citrus Culture	Allenhurst.
Harms, Henry	Elementary Agriculture	Sopchoppy.
Harms, W. H	Types and Breeds of Live Stock	Sopchoppy.
Harper, F. M	Feeds and Feeding	Atmore, Ala.
Harper, Walter	Animal Breeding	Atmore, Ala.
Harrell, H. B	Elementary Agriculture	Callahan.
Harris, Beth	Elementary Agriculture	Bradentown.
Hartman, Frank B	Elementary Agriculture	Lancaster, Pa.
Hatter, Mary H	Elementary Agriculture	Jacksonville.
Hawk, Steve B	Elementary Agriculture	Ben Haden.
Hawthorn, Hattie	Elementary Agriculture	Hawthorn.
Hayes, Wm. J	Elementary Agriculture	Tampa.

Name.	*Course.*	*P. O. Address.*
Haynes, W. M.	Tillage	Sanford.
Helmreich, E. O.	Elementary Agriculture	Pittsburg, Pa.
Henderson, Bessie	Elementary Agriculture	Palatka.
Henderson, D. N.	Elementary Agriculture	Shady Grove.
Henderson, Mrs. D. N.	Elementary Agriculture	Shady Grove.
Henderson, F. M.	Elementary Agriculture	Shady Grove.
Henderson, J. W.	Elementary Agriculture	Luanna.
Henderson, L. J.	Elementary Agriculture	Apalachicola.
Hendrick, Corinne	Elementary Agriculture	Lake City.
Hendrix, Lillie	Elementary Agriculture	Palmetto.
Hendrix, Lucy	Elementary Agriculture	Bradentown.
Herman, Albert O.	Elementary Agriculture	Cristobal, Panama.
Herndon, Stella	Elementary Agriculture	Mayo.
Heston, Gertrude A.	Poultry Husbandry	Jacksonville.
Heston, P. L.	Elementary Agriculture	Jacksonville.
Hess, Wm. C.	Elementary Agriculture	Orlando.
Hille, A. A.	Elementary Agriculture	Warm Spgs, Mont.
Hobbs, Roberta F.	Elementary Agriculture	Daytona.
Holland, J. O.	Elementary Agriculture	Cold Water.
Holland, W. L.	Elementary Agriculture	Cold Water.
Holton, Clarence W.	Elementary Agriculture	San Mateo.
Hough, Clyde ..	Elementary Agriculture	Rockford, Ill.
Horne, Mrs. W. W.	Soils	Burch.
Howard, J. O.	Elementary Agriculture	Astor Park.
Howard, Willie	Elementary Agriculture	Evans.
Howard, Willie	Poultry Husbandry	Evans.
Howell Thomas B.	Elementary Agriculture	Woodville.
Howell, Sallie	Elementary Agriculture	Plant City.
Howes, William C.	Citrus Fruits, Citrus Culture.	Port Orange.
Hunt, Mrs. A. R.	Poultry Husbandry	Live Oak.
Hunt, Theron L.	Elementary Agriculture	Jacksonville.
Hurlbert, Annie E.	Elementary Agriculture	Marietta.
Hurn, Edward	Poultry Husbandry	Haskell.
Huston, S. A.	Poultry Husbandry	Sanford.
Ineson, Alfred	Elementary Agriculture	Toronto, Can.
Irwin, Frank D.	Elementary Agriculture	Fairbanks.
Jackson, Mary F.	Elementary Agriculture	Jupiter.
Jansen, Ida	Poultry Husbandry	Orlando.
Jarvis, Matie	Elementary Agriculture	Lovett.
Jeffrey, L. A., Jr.	Elementary Agriculture	Moores, Pa.
Johnson, Charles	Poultry Husbandry	Egmont.
Johnson, Evie	Elementary Agriculture	Mayo.
Johnson, Georgia	Elementary Agriculture	Palatka.
Johnson, Mamie G.	Elementary Agriculture	Johnson.
Jolly, F. M.	Poultry Husbandry	Tampa.
Jones, B. T.	Poultry Husbandry	Milton.
Jones, Estelle	Elementary Agriculture	Callahan.
Jones, J. L.	Elementary Agriculture	Fenholloway.
Jones, Lee	Elementary Agriculture	Chipley.
Jones, Robt. F.	Elementary Agriculture	Rushin.
Jones, Rollin S.	Elementary Agriculture	Jacksonville.
Jones, W. Grover	Field Crops (General)	Wausau.
Jones, W. H.	Soils	Clintonville, Ala.
Jordan, Ralph	Elementary Agriculture	Bradentown.
Keen, Geo. W., Jr.	Poultry Husbandry	Mossy Head.
Keith, N. L.	Poultry Husbandry	Jacksonville.
Keller, C. R.	Poultry Husbandry	Jacksonville.
Keller, C. R.	Elementary Agriculture	Jacksonville.

Name.	*Course.*	*P. O. Address.*
Kennedy, Mrs. Sadie L.	Poultry Husbandry	Pensacola.
Kevoorkian, Z. H.	Elementary Agriculture	Birmingham, Ala.
Kimball, T.	Manures and Fertilizers	St. Petersburg.
King, M. P.	Poultry Husbandry	Gatun, Panama.
King, Milton P.	Elementary Agriculture	Gatun, Panama.
Knight, H. R.	Elementary Agriculture	Tampa.
Knight, Ruby	Elementary Agriculture	Lake City.
Koch, H. F.	Citrus Fruits, Citrus Culture	Milwaukee, Wis.
Krome, Wm. J.	Elementary Agriculture	Marathon.
Kugler, —	Elementary Agriculture	Garfield, Utah.
Kuhl, W. B.	Elementary Agriculture	Starke.
Kunzie, Victor J.	Citrus Fruits, Citrus Culture	Citra.
Lafon, N.	Elementary Agriculture	Paisley.
Lambert, Claranell.	Elementary Agriculture	Island Grove.
Lambert, P.	Poultry Husbandry	Palatka.
Landers, H. E.	Elementary Agriculture	Peoria, Ill.
Langston, Mrs. W. M.	Elementary Agriculture	Woodville.
Larsson, Jonas	Elementary Agriculture	Piedmont.
Lathrop, Erma	Elementary Agriculture	Bradentown.
Laughlin, Mary M.	Elementary Agriculture	Palatka.
Laughinghouse, Frances.	Elementary Agriculture	Hawthorn.
LaBaron, E. T.	Elementary Agriculture	Fruit Cove.
Lee, Minnie E.	Elementary Agriculture	Island Grove.
Leonard, Goldie	Elementary Agriculture	Woodville.
Lester, Annie N.	Elementary Agriculture	Monticello.
Letson, Wm. G.	Elementary Agriculture	Waverly, Pa.
Levins, Theo.	Elementary Agriculture	Wewahitchka.
Levy, Bessie L.	Elementary Agriculture	Woodville.
Lewis, Grace.	Elementary Agriculture	Wheaton, Ill.
Lewis, Jessie G.	Elementary Agriculture	Woodville.
Lexsow, Fred H.	Elementary Agriculture	Indianapolis, Ind.
Liddell Winfred W.	Elementary Agriculture	Sarasota.
Liddon, Katherine.	Elementary Agriculture	Jacksonville.
Liddy, Wm. Olin.	Elementary Agriculture	West Palm Beach.
Lindaner, J. R.	Field Crops (Southern)	Osprey.
Little, Newton.	Elementary Agriculture	Atmore, Ala.
Littlefield, S. C.	Elementary Agriculture	Little River.
Loman, B. F.	Elementary Agriculture	Delawanna, N. J.
Long, Annie Laurie.	Elementary Agriculture	Mayo.
Long, Worth Clifton.	Elementary Agriculture	Mayo.
Lucan, E. A.	Elementary Agriculture	Omega.
Lyles, John D.	Elementary Agriculture	Belleview.
MacDonell, R. A.	Elementary Agriculture	Tampa.
Maclay, Elma L.	Elementary Agriculture	Pensacola.
Macpherson, J. W.	Citrus Fruits, Citrus Culture	N. Attleboro, Mass.
Macy, Dr. E. E.	Citrus Fruits, Citrus Culture	Cocoa.
Maddox, A. C.	Elementary Agriculture	Micanopy.
Malmquist, A. E.	Elementary Agriculture	Jamestown, N. Y.
Mann, Wm.	Citrus Fruits, Citrus Culture	Ocoee.
Manz, Adolf.	Elementary Agriculture	Eustis.
Marsh-Wykle, Dr. Caroline	Elementary Agriculture	New Milford, Conn.
Marsh-Wykle, Dr. Caroline	Tillage	New Milford, Conn.
Marsh-Wykle, Dr. Caroline	Drainage and Irrigation	New Milford, Conn.
Marsh-Wykle, Dr. Caroline	Soils	New Milford, Conn.

Name.	*Course.*	*P. O. Address.*
Martin, Cornelia	Elementary Agriculture	Island Grove.
Martin, F. B	Elementary Agriculture	Sewickley, Pa.
Martin, J. Mallie	Elementary Agriculture	Laurel Hill.
McCall, J. S	Elementary Agriculture	Cold Water.
McCallister, Archie	Elementary Agriculture	Woodville.
McClure, Fleming	Elementary Agriculture	Jacksonville.
McCombs, Rev. H. H.	Soils	Fort Pierce.
McDaniel, John	Elementary Agriculture	Woodville.
McDougal, Geo. C	Elementary Agriculture	Sanford.
McKenzie, W. N	Citrus Fruits, Citrus Culture	Wewahitchka.
McKeown, Susie	Elementary Agriculture	Woodville.
McKinney, Eula	Elementary Agriculture	Largo.
McKinney, John M	Elementary Agriculture	Steinhatchee.
McKinnon, Aramenta L.	Elementary Agriculture	DeFuniak Springs.
McLeod, Oma	Elementary Agriculture	Bradentown.
McMillan, Blanche	Elementary Agriculture	Wausau.
McRae, M. A	Elementary Agriculture	Santa Fe.
McWatters, Louis	Elementary Agriculture	St. Augustine.
Meacham, Wm. H	Elementary Agriculture	Duluth, Minn.
Meeker, Thos. B	Elementary Agriculture	Pensacola.
Melzer, Julius O	Elementary Agriculture	Fruitland.
Mercer, Frank A. S	Drainage and Irrigation	Bartow.
Merritt, Gladys	Elementary Agriculture	Cocoanut Grove.
Miller, Irene G	Elementary Agriculture	Woodville.
Miller, J. Dan	Elementary Agriculture	Woodville.
Miller, Peter, Jr	Elementary Agriculture	Quincy.
Mitchell, O. R	Elementary Agriculture	Nichols.
Mitchell, Wm	Elementary Agriculture	Miami.
Mixson, Lawrence J	Soils	Geneva.
Molnar, Earnest	Elementary Agriculture	Gainesville.
Molnar, Earnest	Poultry Husbandry	Gainesville.
Montgomery, Chas	Citrus Fruits, Citrus Culture	Buena Vista.
Montgomery, Mrs. Chas.	Poultry Husbandry	Buena Vista.
Monson, Katherine	Elementary Agriculture	Jacksonville.
Moore, Endelle	Elementary Agriculture	Ben Haden.
Moore, Gracie	Elementary Agriculture	Island Grove.
Moore, W. Harvey	Elementary Agriculture	Cora.
Moore, W. R	Elementary Agriculture	Geneva.
Morgan, F. T	Elementary Agriculture	Indianapolis, Ind.
Morgan, John	Elementary Agriculture	Mayo.
Morgan, W. H	Elementary Agriculture	Oxford.
Morgan, Mrs. W. H	Poultry Husbandry	Oxford.
Morris, Oleeta	Elementary Agriculture	Forest City.
Morrison, Berta	Elementary Agriculture	Grandin.
Morse, C. Marguerite	Elementary Agriculture	Cocoa.
Morse, Wallace R	Elementary Agriculture	West Palm Beach.
Mountford, J. G	Elementary Agriculture	Coshocton, O.
Moyer, S. U	Elementary Agriculture	Belleville, Can.
Muirhead, A. B	Elementary Agriculture	Pasadena.
Nash, Geo. S	Elementary Agriculture	Jacksonville.
Nash, Joseph	Elementary Agriculture	Barberville.
Newberry, J. W	Elementary Agriculture	Flomaton, Ala.
Newsom, Mrs. J. N	Poultry Husbandry	Gainesville.
Niles, L. D	Elementary Agriculture	New Smyrna.
Nimmo, Ada	Elementary Agriculture	Graham.
Nixon, Albert	Elementary Agriculture	Owosso, Mich.
North, Maude	Elementary Agriculture	Maxville.
Norton, May	Elementary Agriculture	Haines City.

Name.	Course.	P. O. Address.
Norup, Rudolph L.	Poultry Husbandry	Egmont.
Norwood, Jeannette D.	Elementary Agriculture	Canavarel.
Oakley, Jessie	Elementary Agriculture	Lake City.
Oales, J. E.	Citrus Fruits, Citrus Culture	St. Petersburg.
Oesterle, Chas	Citrus Fruits, Citrus Culture	Clearwater.
Ormond, Lula	Elementary Agriculture	Hawthorn.
Owen, Ida T	Elementary Agriculture	Jacksonville.
Owers, Albert E.	Elementary Agriculture	Highland Falls, N. Y
Oneal, Mary Dell	Elementary Agriculture	Largo.
Padgett, B. J	Elementary Agriculture	Alachua.
Palmer, A. C	Elementary Agriculture	Chipley.
Palmer, Bessie	Elementary Agriculture	Altoona.
Parker, Benita	Elementary Agriculture	Bradentown.
Parker, J. E	Elementary Agriculture	Sanford.
Parker, Merrel	Elementary Agriculture	Bradentown.
Payne, Lucius L	Citrus Fruits, Citrus Culture	Orlando.
Payne, Lucius L	Manures and Fertilizers	Orlando.
Pennock, Henry S	Elementary Agriculture	Jupiter.
Perez, Mabel	Elementary Agriculture	Key West.
Perkins, Mrs. A. H.	Elementary Agriculture	St. Augustine.
Perry, Mrs. Elizabeth G.	Elementary Agriculture	Pomona.
Pillsbury, R. S	Drainage and Irrigation	Jacksonville.
Pillsbury, Mrs. R. S.	Poultry Husbandry	Jacksonville.
Pirrong, J. D	Elementary Agriculture	Wewahitchka.
Pharr, Isabell	Elementary Agriculture	Denaud.
Phillips, Geo. F. Jr.	Elementary Agriculture	Merchantville, N. J.
Phillip, John W	Elementary Agriculture	Sarasota.
Phillip, John W	Poultry Husbandry	Sarasota.
Plumer, Mrs. H. B.	Soils	Hawthorn.
Pollard, B. J	Elementary Agriculture	Wimauma.
Pollard, H. E	Elementary Agriculture	Antioch.
Pope, Shirley P	Poultry Husbandry	Cottage Hill.
Powell, Ruth	Elementary Agriculture	Woodville.
Prange, Mrs. N. M. G.	Elementary Agriculture	Jacksonville.
Prince, Mary	Elementary Agriculture	Greenville.
Pulliam, David	Elementary Agriculture	Bradentown.
Purdom, A. B	Elementary Agriculture	Gainesville.
Quaile, W. F., Jr	Elementary Agriculture	Tallahassee.
Quarrie, P. H	Elementary Agriculture	Brooklyn, N. Y.
Raa, H. B	Soils	Tallahassee.
Rahner, Joseph D	Elementary Agriculture	St. Augustine.
Raley, W. L	Poultry Husbandry	Ft. Barrancas.
Ramsey, F. M	Elementary Agriculture	Micanopy.
Ramsey, S	Dairy Husbandry	Micanopy.
Randall, Sallie Lee	Elementary Agriculture	Island Grove.
Ray, Dorothy	Elementary Agriculture	Century.
Ray, Geo. B	Poultry Husbandry	McCall.
Ray, Thos. C	Elementary Agriculture	Graceville.
Rasmusen, J. P	Manures and Fertilizers	Jacksonville.
Rasmusen, J. P	Drainage and Irrigation	Jacksonville.
Rasmusen, J. P	Tillage	Jacksonville.
Rasmusen, J. P	Citrus Fruits, Citrus Culture	Jacksonville.
Reagan, Frank O	Elementary Agriculture	Brooksville.
Remick, H. C	Elementary Agriculture	Philadelphia, Pa.
Rhodes, Emmett E.	Elementary Agriculture	Woodville.
Rhodes, Ettie J	Elementary Agriculture	Woodville.
Richardson, S. G	Elementary Agriculture	Pensacola.
Richtmann, Matilda W.	Poultry Husbandry	Satsuma Heights.

Name.	*Course.*	*P. O. Address.*
Richtmann, W. O.	Elementary Agriculture	Satsuma Heights.
Rigby, C. H.	Manures and Fertilizers	Johnson.
Rigby, C. H.	Citrus Fruits, Citrus Culture	Johnson.
Roach, Martha	Elementary Agriculture	Wade.
Robb, Elmer	Elementary Agriculture	Jensen.
Roberts, Ethel	Elementary Agriculture	Wannee.
Robinson, B. L.	Elementary Agriculture	Tampa.
Robison, Frank B.	Elementary Agriculture	Woodville.
Robison, Oma L.	Elementary Agriculture	Woodville.
Roesel, Adolph	Soils	St. Catherine.
Rogers, Frank L.	Citrus Fruits, Citrus Culture	Jacksonville.
Rodgers, J. N.	Elementary Agriculture	Live Oak.
Rood, Elizabeth M.	Elementary Agriculture	Bradentown.
Ross, W. A.	Elementary Agriculture	Kathleen.
Roseborough, Carol	Elementary Agriculture	Old Town.
Routh, Andrew	Elementary Agriculture	Sanford.
Rowlett, Iva	Elementary Agriculture	Palmetto.
Roy, Cecil	Elementary Agriculture	Ontario, Can.
Russ, Ida M.	Elementary Agriculture	Woodville.
Russ, Sallie	Elementary Agriculture	Woodville.
Ryan, John J.	Manures and Fertilizers	Fort Lauderdale.
Sage, O. G.	Soils	Indian Springs.
Sage, O. G.	Elementary Agriculture	Indian Springs.
Sapp, H. K.	Elementary Agriculture	Pittsburg, Pa.
Scarr, Mrs. John W.	Elementary Agriculture	Wildwood.
Schabinger, J. J.	Citrus Fruits, Citrus Culture	Delray.
Schindler, Fred, Jr.	Elementary Agriculture	Centralia, Ill.
Scholz, M. A.	Elementary Agriculture	Pensacola.
Schucht, Walter	Elementary Agriculture	Fernandina.
Schultz, Mrs. F. Wm.	Poultry Husbandry	Sarasota.
Schultz, Maurice	Elementary Agriculture	Port Huron, Mich.
Scott, Chas. R.	Elementary Agriculture	Detroit, Mich.
Scott, Mrs. Ida M.	Elementary Agriculture	Ft. Scott, Kans.
Scott, W. M. J.	Elementary Agriculture	Pineville.
Seacole, Mabel	Elementary Agriculture	Eustis.
Seaman, G. B.	Elementary Agriculture	Daytona.
Sears, Mae	Elementary Agriculture	Mayo.
Segree, Mrs. J. B.	Elementary Agriculture	Apalachicola.
Serdjenian, A. K.	Elementary Agriculture	Chubb.
Sessoms, Wm. A.	Elementary Agriculture	Bonifay.
Shaddick, Clifford	Poultry Husbandry	Lady Lake.
Shaddick, W. H.	Elementary Agriculture	Lady Lake.
Shanibarger, Jacob	Soils	Orlando.
Shank, G. W.	Elementary Agriculture	Moncure, N. C.
Shaw, Harry C.	Drainage and Irrigation	McIntosh.
Shaw, H. W.	Elementary Agriculture	Island Grove.
Shepard, Leonard S.	Elementary Agriculture	Greensboro.
Shepard, W. L.	Elementary Agriculture	Greensboro.
Sheppard, C. R. M.	Elementary Agriculture	Kingston.
Silber, Justine	Elementary Agriculture	Jacksonville.
Simmons, Cora	Elementary Agriculture	Island Grove.
Simpson, Hub. T.	Elementary Agriculture	Clearwater.
Simpson, Paul	Elementary Agriculture	Jacksonville.
Sloaterman, A. F.	Poultry Husbandry	West Tampa.
Smith, C. H.	Soils	Madison.
Smith, Duval M.	Elementary Agriculture	Tampa.
Smith, Jeff D.	Animal Breeding	Lakeland.
Smith, J. Lee	Elementary Agriculture	DeFuniak Springs.

Name.	*Course.*	*P. O. Address.*
Smith, Laura	Elementary Agriculture	Chicago, Ill.
Smith, Leonard	Elementary Agriculture	Botts.
Smith, L. C.	Poultry Husbandry	Tangerine.
Smith, M. N.	Manures and Fertilizers	River Junction.
Smith, N. J.	Elementary Agriculture	Louanna.
Smith, S. S.	Elementary Agriculture	Jennings.
Smith, W. E.	Poultry Husbandry	St. Petersburg.
Sneadeker, G. S.	Elementary Agriculture	Melbourne.
Soliday, J. H.	Elementary Agriculture	Sisterville, W. Va.
Sowell, C.	Elementary Agriculture	West Lake.
Sowell, Layton	Elementary Agriculture	West Lake.
Speare, Georgina	Elementary Agriculture	New Smyrna.
Stalker, F. W.	Elementary Agriculture	Kissimmee.
Stanley. Edwin C.	Poultry Husbandry	Jacksonville.
Stanley, Edwin C.	Elementary Agriculture	Jacksonville.
Stapleton, Mollie E.	Elementary Agriculture	Cedar Key.
Starling, Mattie.	Elementary Agriculture	Greenville.
Starling, O. T.	Elementary Agriculture	Shady Grove.
Stevens, J. S.	Elementary Agriculture	Jacksonville.
Stewart, J. B.	Elementary Agriculture	Clinton, Ia.
Stoutamire, Frank.	Elementary Agriculture	Woodville.
Storter, Mrs. G. W.	Elementary Agriculture	Everglade.
Strait, Q. W.	Elementary Agriculture	Thonotosassa.
Street, A. W.	Elementary Agriculture	Ormond.
Stroud, Janie.	Elementary Agriculture	Lithia.
Stuart, J. A.	Elementary Agriculture	Baltimore, Md.
Sumner, Ruth.	Elementary Agriculture	Jennings.
Swartz, Chas. R.	Elementary Agriculture	Tampa.
Swartz, Geo. O.	Elementary Agriculture	Sanford.
Swartz, Wm. P.	Elementary Agriculture	Poughkeepsie, N. Y.
Swingle, I. D.	Elementary Agriculture	Ariel.
Switzer, Laura	Elementary Agriculture	Tampa.
Takach, J. A.	Elementary Agriculture	Sanford.
Terry, C. E.	Elementary Agriculture	Auburndale.
Thomas, Leona.	Elementary Agriculture	Leno.
Thomas, S. P.	Elementary Agriculture	Plant City.
Thompson, C. H.	Elementary Agriculture	Winter Haven.
Thompson, Geo. L., Rev.	Citrus Fruits, Citrus Culture.	Sarasota.
Thompson, Lewis G.	Dairy Husbandry	Fernandina.
Thompson, Lewis G.	Poultry Husbandry	Fernandina.
Thompson, Scott M.	Elementary Agriculture	Fernandina.
Thompson, S. N.	Elementary Agriculture	Cottage Hill.
Tomlinson, E. J.	Poultry Husbandry	Cantonment.
Touchton, Leavy.	Elementary Agriculture	Woodville.
Townsend, G. M.	Citrus Fruits, Citrus Culture.	Citra.
Tucker, Frank H., Jr.	Elementary Agriculture	Manatee.
Turner, Walter S.	Elementary Agriculture	Captiva.
Tuten, J. H.	Elementary Agriculture	Callahan.
Trickey, Ada.	Elementary Agriculture	Willis.
Underwood, A. W.	Poultry Husbandry	Lake Butler.
Vaughn, Eva G.	Elementary Agriculture	Muscogee.
Vaughn, J. Boardman.	Poultry Husbandry	Bagdad.
Varn, Wm. R.	Elementary Agriculture	Kuhlman.
Vennum, F. F.	Elementary Agriculture	Larkin.
Vickers, Tillie.	Elementary Agriculture	Concord.
Wall, Essye.	Elementary Agriculture	Putnam Hall.
Wallace, Warren.	Manures and Fertilizers	Bokeelia.
Ward, H. E.	Elementary Agriculture	Doylestown, Wis.

Name.	*Course.*	*P. O. Address.*
Watkins, E. W.	Elementary Agriculture	Putnam Hall.
Watterson, R. M.	Elementary Agriculture	Charlotte.
Weekley, W. W.	Elementary Agriculture	Pensacola.
Weekley, W. W.	Soils	Pensacola.
Weekley, Mrs. W. W.	Elementary Agriculture	Pensacola.
Weekley, Mrs. W. W.	Soils	Pensacola.
Weeks, Eala.	Elementary Agriculture	Lulu.
Westmark, T. F.	Elementary Agriculture	Pensacola.
Whaley, M. S.	Soils	Courtenay.
Whaley, M. S.	Tillage	Courtenay.
Whitcomb, W. R.	Citrus Fruits, Citrus Culture.	Umatilla.
Whitted, Thos. J.	Elementary Agriculture	Bonifay.
Whitten, L. M.	Citrus Fruits, Citrus Culture.	Punta Gorda.
Wichtendahl, Ludolf.	Elementary Agriculture	Gotha.
Wiechardt, A. J.	Elementary Agriculture	Lakewood, O.
Wiegand, Geo. E.	Soils	Hilliard.
Wilkinson, J. B.	Elementary Agriculture	Woodville.
Wilkinson, J. B.	Soils	Woodville.
Williams, Sarah P.	Elementary Agriculture	Cocoanut Grove.
William, Wm. O.	Elementary Agriculture	Blanton.
Willis, L. C.	Elementary Agriculture	Chicago, Il.
Wilson, Chas. D.	Elementary Agriculture	Fort Barrancas.
Wilson, H. E.	Elementary Agriculture	Chicago, Ill.
Wilson, Thetis	Elementary Agriculture	Lovett.
Wilson, Wm. M.	Elementary Agriculture	Port Washington.
Wilson, W. H.	Elementary Agriculture	Milton.
Wimer, J. Clifford.	Elementary Agriculture	Chiefland.
Wintersgill, Mrs. L. E.	Poultry Husbandry	Veteran.
Wolfe, Grace	Elementary Agriculture	Arredondo.
Wolff, Harry W.	Elementary Agriculture	Sanford.
Woodson, Rev. E. E.	Elementary Agriculture	Buena Vista.
Wooten, John	Elementary Agriculture	DeFuniak Springs.
Wooten, N. Jasper.	Elementary Agriculture	Woodville.
Worthington, Mabel	Elementary Agriculture	Ellzey.
Wren, Vera	Elementary Agriculture	Okahumpka.
Wylie, Erma	Elementary Agriculture	Interlachen.
Young, Mrs. A.	Animal Breeding	Orange City.
Young, B. F.	Elementary Agriculture	Bonaventure.
Young, Rev. E. J.	Poultry Husbandry	Bartow.
Young, O. L.	Citrus Fruits, Citrus Culture.	Wilmington, Del.
Young, O. L.	Elementary Agriculture	Wilmington, Del.
Zellner, May	Elementary Agriculture	Floral City.
Zilliken, Nicholas.	Elementary Agriculture	Wellsburg, W. Va.

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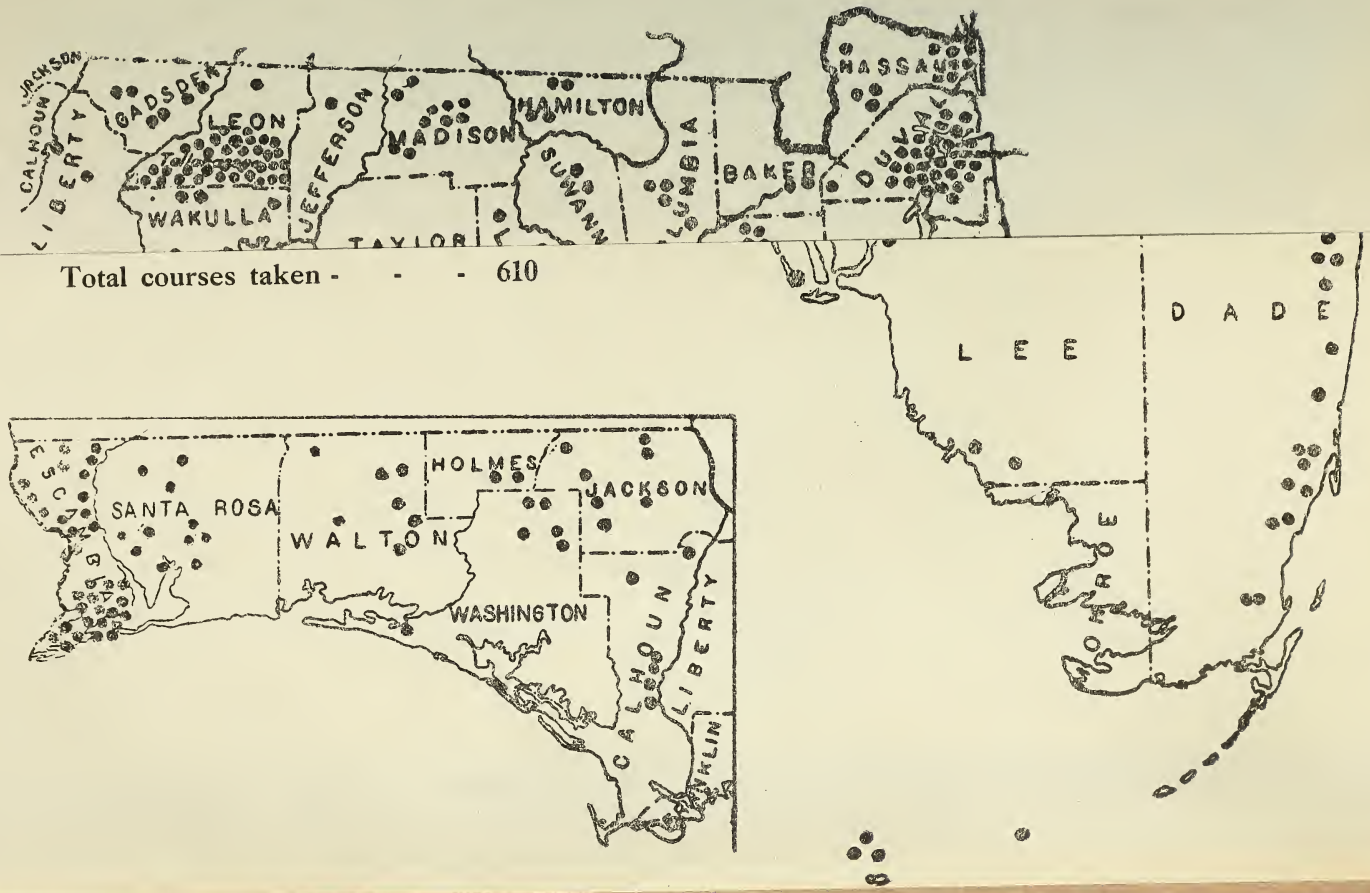

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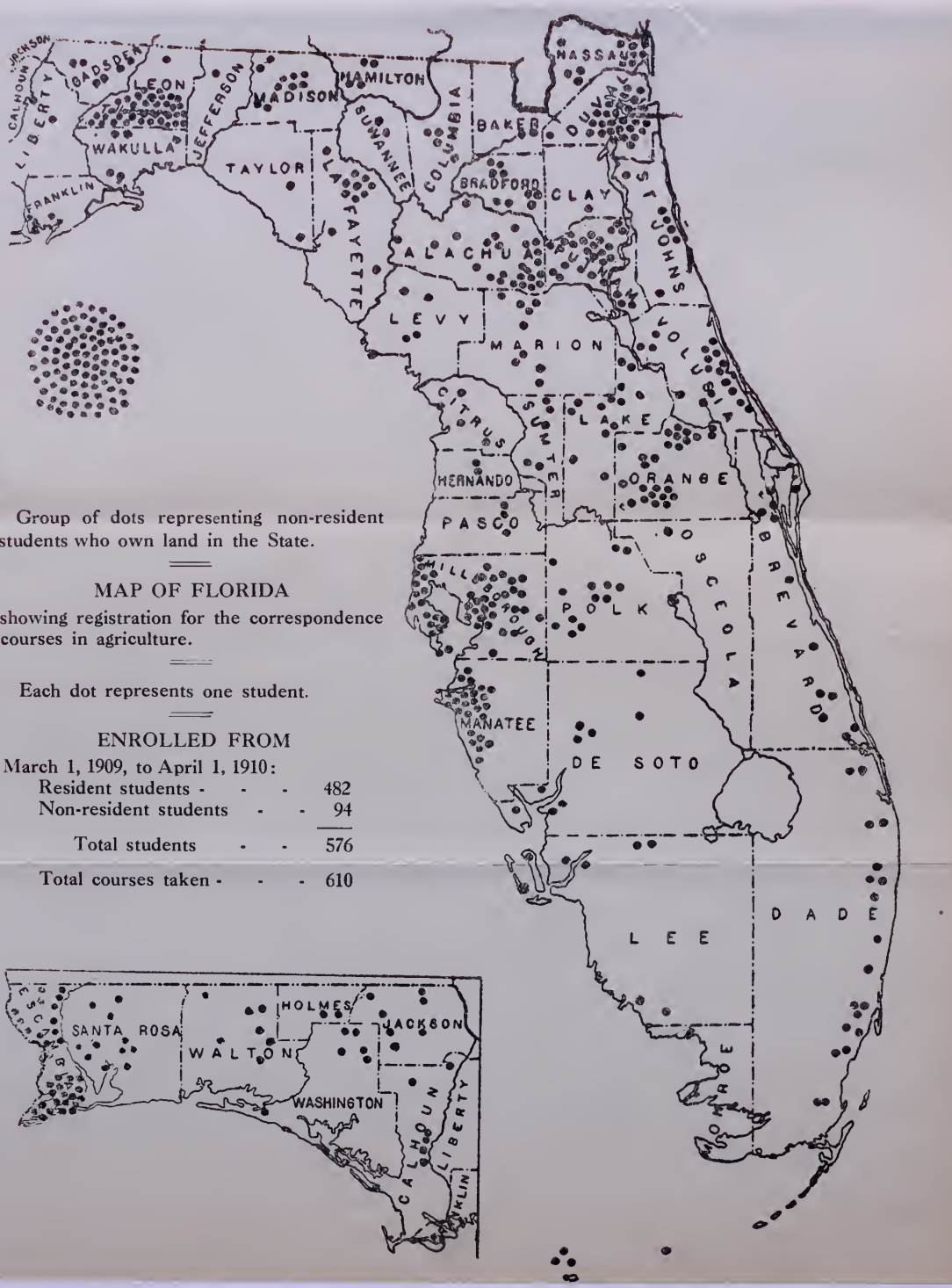

Group of dots representing non-resident students who own land in the State.

MAP OF FLORIDA

showing registration for the correspondence courses in agriculture.

Each dot represents one student.

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Non-resident students	94
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Total courses taken	610

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